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ABSTRACT

This publication prepared by the Bureau of Title 1, Elementary Secondary Education Act of 1965, as amended, serves as a reference source of representative Title 1 ESEA programs designed to meet the special educational needs of disadvantaged children. It is the latest Directory of Title 1, ESEA Programs 1973-1974 and, when used in conjunction with other brochures distributed by the Office of Funded Programs, gives an overview of funded projects in New York City during the past school year. This 1973-74 compendium, provides profiles of Title 1 central and district programs to share with the reader the efforts being made by neighboring school districts. In recent years the federal government has played an increasingly important role in supporting programs under Title 1 to meet the needs of economically- and educationally-disadvantaged children. In 1965, New York City received a basic allocation of 65,133,281; for the 1973-74 school year this basic allocation has increased to $154,351,189. This increase in federal support serves to dramatize the emergence of a three-way partnership involving the federal government, the state, and the city to aid in resolving the staggering problems affecting the education of children in New York City schools. (Author/JM)

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A
COMPENDIUM
OF
ESEA
TITLE I PROGRAMS
1973–1974

DIVISION OF
COMMUNITY SCHOOL
DISTRICT AFFAIRS

OFFICE OF
FUNDED PROGRAMS

BUREAU OF ESEA TITLE I

NEW YORK CITY
BOARD OF EDUCATION

THE CITY SCHOOL DISTRICT OF
THE CITY OF NEW YORK

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FOREWORD

It has long been acknowledged that children from poverty backgrounds, although possessing many strengths, are beset with handicaps which impede their academic achievement and help perpetuate a cycle of poverty. In recognition of the special educational needs of economically disadvantaged children, Title I under the Elementary and Secondary Education Act of 1965 emphasizes the improvement of education for deproved children in low-income areas. The legislation creating this source of federal aid reflects a national commitment to quality education and offers local educational agencies the opportunity to create, develop and initiate new programs in areas of particular importance to the eligible children in need of assistance.

This publication prepared by the Bureau of Title I, ESEA, serves as a reference source of representative Title I, ESEA programs designed to meet the special educational needs of disadvantaged children. It is hoped that the projects described will encourage visitations in all districts and among districts and central offices in order that successful practices are implemented citywide.

Appreciation for the preparation of this publication is given to Mrs. Miriam Smith, who, working under the supervision of Mr. Gene M. Satin, Director, has developed a publication that reflects the quality of the Title I, ESEA programs in New York City. We are especially grateful to Mrs. Smith for making this worthwhile brochure possible.

Alfredo Mathew Jr.

ALFREDO MATHEW, JR.
EXECUTIVE DIRECTOR

June, 1974

INTRODUCTION

During this past year every community school district and central district office received a Title I, ESEA share of financial support ($154,351,189) unparalled in the history of Federal assistance to a local educational agency. This large sum of money was provided in order to improve the academic achievement level of educationally deprived children in areas of high concentrations of poverty.

We now have had nine years of Title I, ESEA funding. It would be naive for us to suggest that we have found all the answers to the problems that exist in compensatory education. Questions and problems still do persist. We have learned much through experience, pain and practice. However, if we are to meet the public's demand to provide better compensatory education, if we are to improve and promote the social and economic status of our nation, we must continue to create, develop, plan and implement the best educational programs for the educationally and economically under-privileged children in our city.

In our 1973-74 Compendium, we are providing you with profiles of Title I, ESEA central and district programs so that we can share with you the efforts being made by your neighboring school districts. We feel certain that after you review this Compendium, you will want to meet with representatives of your community school district, civic groups, parental advisory councils and others, about the types of programs which might best be of help to the educationally disadvantaged children.

If we are to smash the chain of educational disadvantagement among the impoverished children in our city, we must engage in a concerted,concentrated effort to attack the symptoms and causes of large scale educational deprivation.

Our goal must always be to provide each child with an educational experience that will raise his academic achievement "to the limit of his ability." This is the great challenge for those of us who practice the most demanding calling of all, that of education itself.

Gene M. Satin

GENE M. SATIN
DIRECTOR
BUREAU OF ESEA TITLE I

June, 1974

ACKNOWLEDGEMENTS

Sincere appreciation is extended to the many individuals who supplied the detailed information upon which this Compendium is based.

In particular I wish to thank Mrs. Miriam Smith who assembled and edited the material and to whom major credit for this publication is extended. My special thanks are also extended to Mrs. Jean Monteforte for the arduous typing job.

GENE M. SATIN
DIRECTOR
BUREAU OF ESEA TITLE I

Cover Design:

Mr. Donald Pitkoff
Office of Career Education

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COMMENTS

This publication is the latest Directory of Title I, ESEA Programs 1973-74 and, when used in conjunction with other brochures distributed by the Office of Funded Programs, gives an overview of funded projects in New York City during the past school year.

In recent years the federal government has played an increasingly important role in supporting programs under Title I, ESEA to meet the needs of economically-and educationally-disadvantaged children. In 1965, New York City received a basic allocation of $65,133,281; for the 1973-74 school year this basic allocation has increased to $154,351,189. This increase in federal support serves to dramatize the emergence of a three-way partnership involving the federal government, the state, and the city to aid in resolving the staggering problems affecting the education of children in our schools.

Any increase in funds carries with it increased responsibility for making certain that the monies are used to the maximum. The close working relationship among groups at the local levels with the emphasis on accountability by community school districts should result in programs which, insofar as possible, contribute their full measure to meeting the needs of the children for whom they are designed.

Mr. Gene M. Satin, Director of the Bureau of Title I; Mr. Milton Schleyen, Director of the Title I Program Development Unit; and Mr. Lawrence Larkin, Director of the Title I Nonpublic School Unit, together with their respective staffs, are to be commended for the effective way in which the Title I program has moved ahead in this city. Special commendation goes to Mrs. Miriam Smith and the staff assisting her for their roles in preparing this worthwhile reference publication for our use.

Helene M. Lloyd

HELENE M. LLOYD
ASSISTANT SUPERINTENDENT
OFFICE OF FUNDED PROGRAMS

June, 1974

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PERSONNEL

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Hebrew Day Schools
George E. Prassas
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Greek Orthodox, Lutheran & Episcopal Schools

1973-74

DIRECTORY OF COMMUNITY SUPERINTENDENTS AND DISTRICT COORDINATORS OF ESEA TITLE I PROGRAMS

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1	Mr. Luis Fuentes 75 Avenue B New York, New York 10009 228-4200	Mr. Gary W. Lee 674-3825
2	Mrs. Rhoda Lansky 210 East 33 Street New York, New York 10016 532-8287	Mr. Robert Mendillo 685-3788
3	Mr. Joseph Elias 300 West 96 Street New York, New York 10025 864-6570	Mrs. Tessa Harvey 749-5216
4	Mr. Anthony Alvarado 346 East 117 Street New York, New York 10035 860-5858	Mrs. Alberta Jackson 534-7735-42 Mrs. Lourdes Ayala
5	Mr. Edwin Greenidge 433 West 123 Street New York, New York 10027 850-5000	Mr. Stewart Wiederhorn 662-3600 Mr. Bob Wright
6	Dr. Paul Treatman 665 West 182 Street New York, New York 10033 795-5400	Mr. Clifford Bourne 928-3700 Miss Armetta Cossingham
7	Ms. Carmen A. Rodriquez 501 Courtlandt Avenue Bronx, New York 10451 292-8120	Miss Nilda Torresola 635-8290 Mr. Luis Lacourt
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DIRECTORY OF COMMUNITY SUPERINTENDENTS AND DISTRICT COORDINATORS OF ESEA TITLE I PROGRAMS

(continued)

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11	Mr. Nicholas Cicchetti 71 Metropolitan Oval Bronx, New York 10462 828-4200	Mr. Anton Klein 828-8506
12	Dr. Felton E. Lewis 708 East Tremont Avenue Bronx, New York 10457 299-6000	Mr. Miguel Suarez 583-2636 Mrs. Ernestine Worrell
13	Dr. J. Jerome Harris 44 Court Street Brooklyn, New York 11201 834-6700	Mr. David Ostroff 596-1898 642-0818
14	Mr. William A. Rogers 310 South First Street Brooklyn, New York 11211 963-4800	Mr. Norman Spiegel 387-8880 963-2520
15	Mr. Alfred Melov 360 Smith Street Brooklyn, New York 11231 858-1587	Dr. Jerrold Glassman Deputy Superintendent 858-1587
16	Mr. Adolph Dembo 1010 Lafayette Avenue Brooklyn, New York 11221 452-1094	Mr. Charles Warren 443-9321 Mr. Robert Richardson

1973-74

DIRECTORY OF COMMUNITY SUPERINTENDENTS AND DISTRICT COORDINATORS OF ESEA TITLE I PROGRAMS

(continued)

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18	Mr. Harvey Garner 545 Utica Avenue Brooklyn, New York 11203 773-4425	Mr. Samuel Eiseman 772-7170
19	Mrs. Elaine Landrum 2057 Linden Boulevard Brooklyn, New York 11207 257-6900	Mr. Myron Post 649-2133
20	Mr. Dennis Fleming 5307 14th Avenue Brooklyn, New York 11219 851-6425	Mr. Robert Cassa 851-7051
21	Mr. Bartelo Peluso 345 Van Sicklen Street Brooklyn, New York 11223 266-1714	Mrs. Ethel Tucker 266-9366 266-0321
22	Mr. Ralph Brande 3109 Newkirk Avenue Brooklyn, New York 11226 856-5879	Mrs. Audrey Weiner 284-4191
23	Mr. David Marcus 320 Rockaway Avenue Brooklyn, New York 11233 485-8100	Mrs. Lorraine Boyd 485-8100 Ext. 20
24	Dr. Irving Berchuck 67-54 80 Street Middle Village, New York 11379 894-5020	Mrs. Michaela Vilhotti 894-6047

1973-74
DIRECTORY OF COMMUNITY SUPERINTENDENTS AND DISTRICT COORDINATORS OF ESEA TITLE I PROGRAMS

(continued)

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26	Mr. Marvin Weingart 196-25 Peck Avenue Flushing, New York 11365 454-7676	Mr. John Nealon 454-7676
27	Mr. Marvin Aaron 90-15 Sutter Avenue Ozone Park, New York 11417 835-9000	Mr. Edward Reecks 835-6200-9009
28	Mrs. Cecilia Michael 70-48 Austin Street Forest Hills, New York 11375 544-2720	Mr. Edward Gibson 544-2720 Mrs. Lauretta Meyers
29	Mr. Max G. Rubinstein 221-10 Jamaica Avenue Queens Village, New York 11428 740-1000	Mr. Murry Hoffman 740-1779
30	Mr. Sol Silver 42-15 Crescent Street Long Island City, New York 11101 729-6380	Mr. Milton Mayefsky 937-5828 937-3061
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1973-74 DIRECTORY OF COORDINATORS OF ESEA TITLE I CENTRAL PROGRAMS

PROGRAM TITLE	PROJECT COORDINATOR
Special Education and Pupil Personnel Services	Dr. Claire Wishart 131 Livingston Street Brooklyn, New York 11201 596-1930
College Bound Program	Mrs. Eleanor Edelstein 141 Livingston Street Brooklyn, New York 11201 624-2725
College Discovery and Development Program	Mrs. Cecilia L. Sarasohn 110 Livingston Street Brooklyn, New York 11201 596-4948
Special Programs for High Schools	Miss Ann Braunstein 110 Livingston Street Brooklyn, New York 11201 596-6493
Remedial Services for Nonpublic School Pupils	Dr. Bernadette Pepin 141 Livingston Street Brooklyn, New York 11201 624-2273
Educational Services for Pupils in Child Caring Institutions for the Neglected and Delinquent	Mr. Jesse Sklarin 141 Livingston Street Brooklyn, New York 11201 522-7443
Follow Through Program	Miss Marjorie McAllister 110 Livingston Street Brooklyn, New York 11201 596-8946
Corrective Reading, Mathematics and Bilingual Instruction of Pregnant School-Age Girls	Mrs. Ruby Day 110 Livingston Street Brooklyn, New York 11201 596-6107

1973-74 DIRECTORY OF COORDINATORS OF ESEA TITLE I CENTRAL PROGRAMS

(continued)

PROGRAM TITLE	PROJECT COORDINATOR
Special Schools, District 75	Mr. George Weltman 110 Livingston Street Brooklyn, New York 11201 596-2808
Bilingual Pupil Services	Mrs. Angela Rosario De Bazley 65 Court Street Brooklyn, New York 11201 522-6941
Guggenheim Museum Children's Program	Mrs. Bernadette C. O'Brien 1071 5th Avenue New York, New York 10028 En 9-5110, 741-2090

SECTION I

BACKGROUND INFORMATION

FEDERAL, STATE AND LOCAL ROLES*

Title I of the Elementary and Secondary Education Act provides for Federal grants to State education agencies which, in turn, suballocate the funds to local school districts. Thus, the administrative responsibilities for the program are divided among three levels of government.

The Office of Education

In carrying out the Commissioner's responsibilities under the law, the Office of Education:

- Determines the funding allocations for eligible counties State education agencies, and the Bureau of Indian Affairs in the U.S. Department of the Interior.
- Approves applications from State education agencies for participation in the program.
- Develops and disseminates regulations, program guides and other materials affecting the administration of Title I.
- Monitors State and local Title I programs.
- Provides consultative services to State education agencies.
- Reviews and assesses progress made under Title I.
- Compiles fiscal, statistical, and program reports for submission to Congress and use by the general public.
- Withholds funds from any State education agency which fails to fulfill its obligations under Title I.

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*Reference Source - History of Title I ESEA, DHEW Publication No. (OE) 73-07102, U.S. Department of HEW, Office of Education.

The State Education Agency

In many ways, the State education agency (SEA) fulfills the same functions for local school districts with Title I programs that the Office of Education fulfills for the SEA. Among the SEA's responsibilities are:

- Administering the statewide Title I program.
- Compiling reports from information submitted by local school districts to forward to the Office of Education, in accordance with the law and regulations.
- Suballocating basic grant funds to eligible local education agencies.
- Assisting local school officials in the development of projects.
- Monitoring local projects.
- Approving proposed projects in accordance with Title I regulations and program guides.
- Maintaining fiscal records of all grant funds.

The Local Education Agency

The local education agency (LEA) has the most direct responsibility for actual program operations. The LEA:

- Identifies the educationally deprived children in low-income areas and determines their special needs.
- Designs and implements projects, in accordance with Title I regulations and program guides, to meet the educational needs of such children.
- Submits an application to the SEA for Title I funds.
- Maintains fiscal records of all project funds and reports to the State on the use of such funds.
- Maintains fiscal effort with respect to total current expenditures for education and expenditures in project areas being sure they are comparable to nonproject areas.
- Makes information on Title I projects available to the public.

ELIGIBILITY CRITERIA FOR THE SELECTION OF ESEA TITLE I TARGET AREAS AND THE IDENTIFICATION OF ELIGIBLE PUBLIC AND NONPUBLIC SCHOOL CHILDREN RESIDING WITHIN THE TARGET AREAS

Every public school in the City of New York is surveyed each year to determine eligibility for ESEA Title I status and services. The New York City Board of Education has contracted with Applied Urbanetics, Inc. of Washington, D. C., to conduct the information surveys and data processing necessary for this major resource allocation project.*

Federal regulations for Title I require that a child meet a dual criteria to be considered eligible for services under Title I. The child must reside within a target public school attendance area and must be educationally disadvantaged.

To determine target areas and the eligible children who meet both criteria, the Office of ESEA Title I, in conjunction with Applied Urbanetics, Inc., has developed the following computerized system:

1. Addresses of all children on Aid to Families With Dependent Children (AFDC) are sorted and listed by computer in numerical order by street.

2. Using street maps of school attendance area, each address is matched to a school attendance area. This is done twice and compared to ensure maximum accuracy.

3. The attendance area assignments are entered into a computer and summed to obtain a number of AFDC children for each school attendance area.

4. Counts of children participating in the Free Lunch program (weighted 40%) are combined with the AFDC counts (weighted 60%) for each school attendance area.

5. The combined counts are divided by the total number of children attending each school to yield a poverty percentage for each public school attendance area.

---

*See Appendix for Eligible ESEA Title I Schools for 1973-74, Pages 214-222.

6. The attendance areas are listed in order of decreasing poverty factors and all school attendance areas that have a poverty factor equal to or greater than the city-wide average percentage are considered to be eligible public school attendance areas.

7. A set of maps are created displaying Title I target public school attendance areas to accompany the survey forms sent to all non-targeted public schools and all nonpublic schools in the city.

8. The survey forms are completed by the school principals. The forms request both addresses and test scores of children attending non-targeted or nonpublic schools who: (a) live in eligible Title I target public school attendance areas and (b) are determined to be educationally disadvantaged from New York school test data.

9. Data from the survey forms are entered into a computer and checked to insure that all addresses fall within eligible Title I target public school attendance area boundaries.

10. Numbers of eligible children attending public and nonpublic schools and who are educationally disadvantaged are identified by the survey and are compiled, summarized and listed for each school by computer.

11. A computer printout summary of eligible public and nonpublic school children is prepared for use by the Board of Education to distribute planning monies to districts throughout New York City and to central programs.*

The process used to identify eligible ESEA Title I targeted attendance areas was part of an overall blueprint wherein also identified were 362,601 educationally disadvantaged children attending ESEA Title I schools in the 1973-74 school year who were eligible for ESEA Title I services.

---

* See Appendix for tables showing distribution of planning monies for the 1973-74 school year, pages 204-206.

In order to be both fair and equitable to all schools throughout the city in determining eligibility, the Board developed the following formula which was used to determine the city-wide low-income cutoff percentage and the low-income percentage for each New York City public school;

EXPLANATION OF FORMULA USED TO DETERMINE CITY-WIDE LOW-INCOME CUTOFF % AND TARGET ELIGIBLE PUBLIC SCHOOLS FOR 1973-74*

Pattern

1. City-wide Cutoff

Numerator : The number of Children Ages 5-17 on AFDC Welfare Rolls (60%) Weighted With Free Lunch Records by Public Schools (40%)

Denominator : Total Number of Children on Public and Nonpublic School Registers, Institutionalized, and Dropouts

$$\frac{405{,}634}{1{,}512{,}689} = 26.8\% \text{ - City-wide Cutoff}$$

2. Eligibility of a School Attendance Area

Numerator : The number of Children in Age Span Appropriate to the Attendance Area on AFDC Welfare Rolls (60%) Weighted With Free Lunch Records by Public School (40%)

Denominator : Total Number of Public School Children on Register of that Attendance Area

Note: A school will be eligible for ESEA Title I services for 1973-74 if its low-income percentage is equal to or greater than the city-wide low-income cutoff percentage.

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*See Appendix for comparison of 1973-74 and 1974-75 formulas for eligibility criteria, page 210.

ELIGIBILITY CRITERIA FOR IDENTIFYING ELIGIBLE TITLE I ESEA OPTIONAL ASSIGNMENT AND NONPUBLIC SCHOOL CHILDREN

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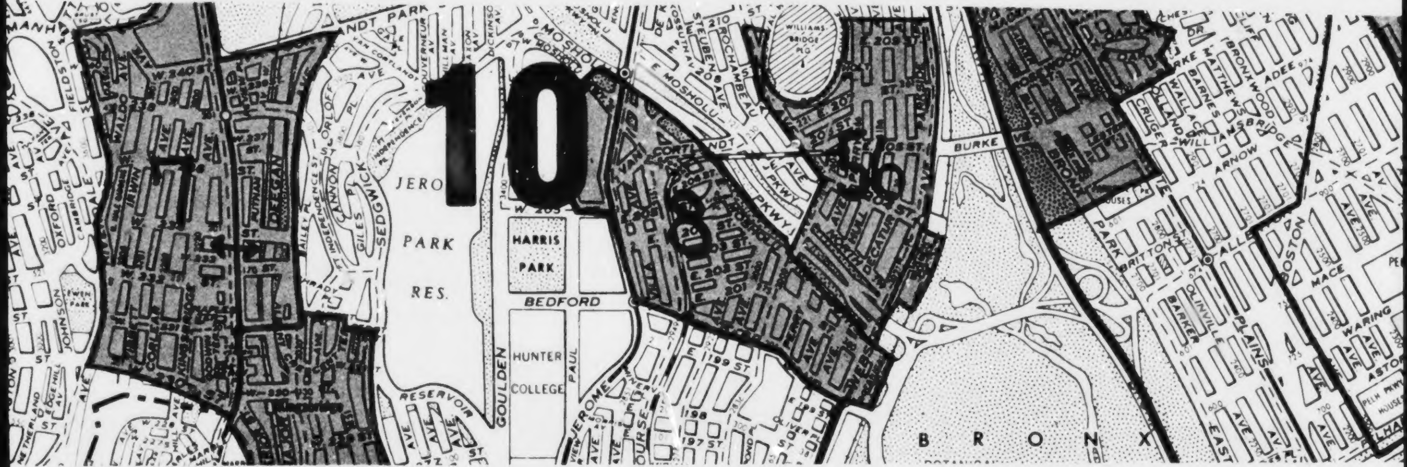

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A major part of the New York City targeting procedure includes an extensive survey involving non-targeted public schools and nonpublic schools throughout the city. The objective of the survey is to identify those pupils who reside in an eligible public school attendance area, and who are educationally disadvantaged, but who do not attend a targeted public school. These eligible children in the public schools are referred to as Optional Assignment children.

Every non-Title I public school and nonpublic school is surveyed each year to determine eligible Optional Assignment and nonpublic school children in these schools. For the 1973-74 school year, over 2,115 schools (public and nonpublic) were surveyed. Identified were 18,428 eligible ESEA Title I public school Optional Assignment children, and 33,632 nonpublic school children who were eligible for ESEA Title I services.

Samples of forms used by the schools to nominate eligible Optional Assignment and nonpublic school children for ESEA Title I services can be found in the Appendix.

The background of this page shows a portion of a sample map of targeted eligible ESEA Title I attendance areas. A full set of maps such as these were used in certifying eligible optional assignment and nonpublic school children for ESEA Title I services during 1973-74.

GUIDELINES AND CRITERIA FOR USE OF ESEA TITLE I MONIES

Title I funds may be used for the planning, implementation, operation and evaluation of Title I programs. These monies are utilized to expand and improve elementary and secondary school programs and to upgrade the educational opportunities of children from disadvantaged backgrounds.

For Title I proposals and expenditures to be approvable they must comply with the requirements of the ESEA Title I legislation, including regulations, program guides, amendments, advisory statements and appropriate Federal, State and Board of Education guidelines and contractual obligations.

The ESEA Title I program must be supplementary to the regular, locally funded program. Title I funds were intended to permit the district to initiate programs and to expand and improve the base educational program. Title I funds may not be used to supplant tax levy funds and responsibilities in any aspect of the regular state and city mandated basic curriculum. Furthermore, Title I funds may not be used to provide general aid to education. Services must be limited to eligible Title I children who are enrolled in eligible Title I schools, eligible optional assignment schools or nonpublic schools enrolling eligible Title I children. Services to entire classes or entire grades or schools constitute general aid and is not allowable.

Title I programs should be designed to provide saturation of services to project participants. The amount of Title I funds which are available to any district are limited. There are not enough resources to meet the demands for services and programs for all eligible, educationally disadvantaged pupils. It is important, therefore, to concentrate services on a limited, carefully selected group of children - those with the greatest need for the special assistance. A dilution of services and funds would make it impossible to show any effective impact of Title I funds.

Concentrating available resources on our highest priorities to meet the multiple needs of selected educationally disadvantaged children should lead to more effective education of the disadvantaged.

The following is a review of some of the basic Title I requirements, guidelines and criteria for the preparation of a project application:*

- The project application should reflect the fundamental areas of pupil needs. A comprehensive assessment of educational needs should be conducted and identified in order to provide a sound basis for the planning of special educational programs to meet those needs.

- Districts should study their particular needs and provide programs to help eliminate deficiencies in the priority areas of reading, mathematics and bilingual education as appropriate. While particular attention needs to be focused on pupil performance in these areas in Grades 1-6, the State recognizes that the needs of the educationally disadvantaged may also be considered from pre-school to and including the twelfth year. The State also recognizes that in individual districts there can be priorities other than reading, mathematics and bilingual education. School districts may submit for consideration applications for programs in other areas if they can demonstrate how the pupils' needs in the priority areas are being met effectively through locally funded programs and other grant sources.

- The program must have sufficient size, scope and quality to give promise of meeting special educational needs.

- Coordination of Title I programs with other programs having the same objective is required in order to avoid overlapping and duplication of services and to utilize funds effectively.

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*See Appendix for checklist entitled Reviewing Title I ESEA Proposals and Modifications for Form and Content (Form #4), pages 223-230.

See copy of the 1974-75 project application and related forms, pages 248-285.

- For the current year, the minimum mandated per pupil expenditure for ESEA Title I services and activities is $400. The maximum per pupil expenditure has been set at $1,000. This suggests that the project activity and/or service is for a limited number of public and nonpublic school students, thereby insuring concentration of services.

- Project applications must first of all provide direct instructional services in the priority areas to eligible Title I children exclusively. The largest bulk of money should be spent on these services.

- A project application may include staff supportive services which are clearly essential to the effectiveness of the program activity in achieving program objectives. These staff supportive services must be directed towards and concentrated only on participants in the program. When supportive services are utilized, they must be designed to complement specifically the basic skills program and they must be related to instructional activities impinging upon the three priorities of reading, mathematics and bilingual instruction. The amount spent on supportive services should be in reasonable proportion to the amount spent on direct instructional services to children.

- Development of staff, both professional and non-professional, should be a concomitant feature of the project proposal. Joint pre-service and/or in-service training of professionals and paraprofessionals are to be provided (if not, reasons are to be given). The training should relate exclusively and entirely to the functions to be performed by the Title I personnel employed in the program. Instruction of pupils cannot be sub-contracted.

- Administrative costs (those not related to direct instruction) must be kept to a minimum in line with State Education Department limitations.

- Pursuant to revised Federal regulations, beginning with the 1973-74 fiscal year, certain administrative positions will no longer be listed in a project budget as direct line item costs. These costs are to be reimbursed on the basis of an indirect cost rate to be approved annually by the State Education Department.

- Administrative expenses are indirect costs if the title and function is of a district-wide nature and provides general supervision; i.e., Director of Funded Programs, Director of Title I Programs.

- Adiministrative expenses are direct costs if the title and function relates to a specific project and the individual actually administers the project directly; i.e., coordinator - Title I Reading Program, supervisor-Title I Bilingual Program. All expenditures related to indirect or direct administrative costs such as clerical salaries, supplies, travel, etc., should also be treated as indirect or direct costs as applicable. Only direct project costs should be itemized in the project budget.

- Evaluation costs should be kept to a minimum consistent with obtaining the highest quality "hard data" for effective evaluation. Information supplied in the Mailed Information Report (MIR), coupled with private agency reports, staff on-site visitation, monitoring reports, as well as other sources of project information will comprise the basis for determining program effectiveness and quality. (See Section on Evaluation.)

- All items of equipment must be justified and specifically related to the program and its objectives. Equipment may not be used for general use throughout the school. Expenditures for equipment should be limited to the minimum amount required to implement approved Title I activities or services. Requests for new equipment or replacements must be justified. Equipment inventories must be maintained and be made available for State Education Department review. Appropriate documentary proof of loss must be provided if the equipment requested is for replacement of lost or stolen items.

GUIDELINES AND CRITERIA FOR USE OF ESEA TITLE I MONIES (Cont'd.)

- Funds may be budgeted for attendance at meetings or conventions outside the district. Specific details must be provided in the narrative with regard to personnel, destinations, reasons for attendance, sponsorship of meeting, etc.

- Field trips for students are limited to 150 mile radius of the Local Education Agency (LEA) and will be approved if they are justified and warranted in terms of the project activity and/or service.

- Provision should be made for the dissemination of information (annual reports, newsletters, etc.) about programs, objectives and procedures.

- Whenever possible Title I activities and services should be organized and scheduled for operation in existing facilities. If existing facilities cannot be used, consideration should be given to the rental or leasing of space.

- If a program takes place after school or during the summer, participation is available to all Title I eligible children from both public and nonpublic schools.

- The date of final approval of a project application by the State Education Department is the earliest possible funding date for expenditures incurred in the operation of the project. The date of receipt of an amendment to a previously approved project is the earliest possible funding date for encumbrances included in that amendment, when approved.

- Under no circumstances can a city district be reimbursed for more than the district's final allocation for the fiscal year plus any remaining carryover funds from the previous year.

- Title I projects are subject to detailed audit by our Bureau of Audit, by the State Education Department and by the U. S. O. E. Numerous district audits have already been carried out; others are in process. Accurate records should be maintained and preserved after programs terminate for referral at audits.

PARTICIPATION OF ELIGIBLE NONPUBLIC SCHOOL CHILDREN

Title I of the Elementary and Secondary Education Act as defined in Public Law 89-10 (Section 105 (a) - 105 (a)(2), and in Title 45, Part 116 of the Code of Federal Regulations (Sections 116.19 - 116.20) provides for the participation of eligible children attending the nonpublic schools in special educational services.

The Title I eligibility of a child attending a nonpublic school is determined by two criteria:

1. Residence in a target area. According to Federal Regulations, Title I target areas are the geographic attendance areas of those public schools that contain a resident population of low-income children equal to or greater than the city-wide percentage of low-income children. A child residing in the attendance area of a target public school who would normally attend that school but instead attends a nonpublic school meets the first criteria for Title I eligibility.

2. Educational deprivation below the minimum competence level. The child must also be identified as educationally deprived according to the standards established by the local education agency. In New York City the following criteria of educational deprivation are applied:

   2.1 A performance level below minimum competency in reading as measured by achievement below the 24th percentile on the New York State PEP tests, or by the equivalent total reading score on the Metropolitan Achievement Test or SRA test.

or

   2.2 Identification as "Non-English Speaking" as determined by a ranking of "C" or below on the New York City scale, Rating Oral Language Ability.

or

   2.3 Identification as a handicapped child according to the definition provided in the Federal Regulations. (45 CFR 116.1 (o))

The Title I eligible population attending the nonpublic schools is identified annually by a pupil-by-pupil survey conducted by a contracted agency. Over nine hundred nonpublic schools located within the City School District have the opportunity to participate in this survey and to request Title I services for eligible children. The results of the eligibility survey are utilized to identify a target population of eligible children in need of remedial services and to determine the amount of Title I planning monies that will be needed to support those services.

ESEA Title I projects are planned in consultation with nonpublic school principals, parents of eligible pupils and officials of various nonpublic school organizations who are members of the Standing Committee, the advisory council for the nonpublic school projects. Services are distributed on a school-by-school basis according to the needs and scope of the eligible target population, and in response to requests for services submitted by nonpublic school principals.

ESEA Title I services are provided only for the eligible target population attending the nonpublic schools, and are implemented and supervised by the staff of the Board of Education. Equipment and materials essential for project activities are placed on nonpublic school premises during project implementation and are intended solely for use in the project. When a project is terminated in a particular nonpublic school, equipment is retrieved from the nonpublic school and placed in other Title I project locations.

Current Board of Education policies developed in consultation with nonpublic school officials allow for the implementation of Title I projects for eligible nonpublic school children by the central ESEA Title I Nonpublic School Program unit and by the various community school districts. As with Title I projects for eligible public school children, the nonpublic school programs must conform with the program priorities mandated by the State Education Department. Services are concentrated on eligible pupils demonstrating the greatest need for assistance in the areas of reading, mathematics and English as a Second Language. Supportive services, such as clinical-guidance, speech improvement, paraprofessional services, etc., are provided to facilitate the achievement of participating eligible pupils in the three instructional areas.

PARENTAL INVOLVEMENT IN ESEA TITLE I PROGRAMS*

In 1965, Title I of the Elementary and Secondary Education Act was passed to improve the educational opportunities of educationally deprived children. It has since drawn the attention of hundreds of concerned citizens-educators, parents, and other community members. One of the things they hoped for was the involvement of parents and other citizens in Title I projects. Educators had research findings pointing to the positive effect of parental involvement on students' academic achievement. Parents wanted a say-so in their children's education. Community members wanted to help. In 1970, with the passage of Public Law 91-230, the involvement of parents and other community members in ESEA Title I projects became a legal mandate and federal regulations were issued requiring local school districts to establish parent councils. These regulations clearly state that if payments are to be made to local education agencies under Title I, parents must be involved in the planning, development, operation, and evaluation of Title I projects.

The Federal regulations on parental involvement are minimum requirements. The State Education Department requires assurance of effective participation. In New York City, Guidelines For Advisory Councils On Funded Programs require the submission of Form #14 to indicate the reactions and comments of parent advisory council members. A membership Form #15 is also required as is Form #16 giving the names of the chairman and the alternate of the district parent advisory council. Copies of these forms can be found in the Appendix. ** Their specific titles are as follows:

Form #14 - Record of Recommendations and Comments - 1973-74

Form #15 - Membership Form - District Advisory Council on Funded Programs

Form #16 - Membership - City-Wide Advisory Council on Funded Programs, Chairman and Alternate, School Year 1973-74

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* Reference Source - Parental Involvement in Title I ESEA, DHEW Publication No. (OE) 72-109, for sale by the Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 - Price 20 cents, Stock #1780-1036.

**Samples of forms on pages 286-288.

A parent advisory council must consist of more than a simple majority of parents of eligible children residing in the eligible attendance areas which are to be served by the project(s), as indicated in the Federal Register, Vol. 36, No. 199, Item (O)(2), dated October 14, 1971.

For purposes of Title I ESEA these parents must be parents (not employed by the Board of Education) of Title I eligible, educationally-disadvantaged children for whom the programs are designed. The following example will explain the requirement that the number of parents on an advisory council must be equal to a majority plus one:

Council Size	Required No. Parents
10	7
11	8
13	8
21	12
29	16
35	19

In line with the New York City Decentralization Act, the Community School Board and the Community Superintendent have the final responsibility for the selection of programs to be transmitted to the State for approval, the final responsibility for the planning, implementing, and evaluating of all programs, and for review at a duly-constituted public meeting of the Community School Board. Their signatures and the dates on which the signatures were affixed on the Certification Form which must accompany each proposal confirm this responsibility. In the case of the central offices, the same holds true, with the Board of Education, the Chancellor and the Executive Directors bearing final responsibility.

EVALUATION

All educational programs funded in whole or in part by ESEA Title I funds are required by law to be evaluated annually as a condition for funding. This mandate to evaluate programs in order to determine program effectiveness was part of the original Elementary and Secondary Act of 1965 (section 205 (a)(5) and can be found in terms of current implementation in the code of Federal Regulations Title 45, 116.22 (a,b,c).

It should be noted that the Federal Regulations do not mandate the form the evaluation report should take. In the early days of Title I central and decentralized programs were evaluated by the Bureau of Educational Research or by an outside agency which provides such service.

Presently, the State Education Department mandates the submission of the Mailed Information Report as the evaluation instrument to be used in fulfillment of the legal requirements for evaluation of all projects.

The Mailed Information Report (MIR) is an evaluation instrument used to monitor implementation and assess program effectiveness. In addition, it provides a uniform reporting system, provides the State Department with data for its annual reports to the State Legislature and Federal government, provides the local educational agency with data for self-assessment of program quality, and indicates to the State Department where their technical assistance is needed in terms of approvability. The MIR form is divided into three sections which the districts are required to submit to the State Education Department at different times during the year. All decentralized district and central board projects must submit the MIR forms, regardless of whether contracts for evaluation services have been made with commercial parties.

The State Education Department strongly encourages school districts to employ permanent staff with evaluation research expertise. Such persons could be responsible for planning, implementation, management, and reporting of the district's evaluation program. Also, expert consultants might be employed on a temporary basis to assist in the development and implementation of a comprehensive evaluation plan.

SECTION II

- ESEA Title I 1973-74 District Decentralized Program Listings, Budgets and Descriptions

- ESEA Title I Summer 1973 District Decentralized Program Listings and Budgets

SUMMARY OF ESEA TITLE I DISTRICT PROGRAMS FOR SCHOOL YEAR 1973-74*

FUNCTION NO.	DISTRICT	REVISED BUDGET AS OF JAN. 31, 1974
33-41650	1	$ 4,213,526
35-41650	2	2,437,824
37-41650	3	4,048,431
39-41650	4	3,717,652
41-41650	5	3,959,266
43-41650	6	3,405,053
45-41650	7	5,883,595
47-41650	8	4,954,461
49-41650	9	6,488,517
51-41650	10	3,008,077
53-41650	11	1,440,126
55-41650	12	7,156,130
57-41650	13	4,384,398
59-41650	14	4,636,721
61-41650	15	4,399,342
63-41650	16	3,866,693
65-41650	17	4,829,526
67-41650	18	1,367,096
69-41650	19	5,619,537
71-41650	20	1,390,281
73-41650	21	1,314,033
75-41650	22	585,216
77-41650	23	4,297,009
79-41650	24	1,177,091
81-41650	25	267,168
83-41650	26	661,565
85-41650	27	1,898,654
87-41650	28	2,013,494
89-41650	29	1,685,827
93-41650	30	1,253,816
95-41650	31	1,018,697
97-41650	32	4,616,866
	Total Amount Budgeted	$ 101,995,688

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*The components within the above district decentralized programs are listed on the following pages followed by descriptions of each component. Please note that the listings reflect district budget figures as of January 31,1974. These figures may not necessarily coincide with the budget figures shown on the individual program descriptions which were written prior to January 31, 1974.

SUMMARY OF ESEA TITLE I DISTRICT PROGRAMS FOR SUMMER 1973*

FUNCTION NO.	DISTRICT	REVISED BUDGET AS OF JAN. 31,1974
35-41601	2	$ 133,162
41-41601	5	173,005
43-41601	6	311,480
45-41601	7	433,028
47-41601	8	120,449
49-41601	9	626,196
51-41601	10	631,434
53-41601	11	53,773
55-41601	12	922,701
57-41601	13	351,804
59-41601	14	256,224
61-41601	15	423,745
63-41601	16	393,785
67-41601	18	243,374
69-41601	19	329,291
71-41601	20	177,220
73-41601	21	83,036
77-41601	23	617,925
89-41601	29	107,805
95-41601	31	140,603
	Total Amount Budgeted	$ 6,530,040

Note: Districts 1, 3, 4, 17, 22, 24, 25, 26, 27, 28, 30, 32 did not have ESEA Title I Programs in operations for Summer 1973.

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*The components within the district decentralized programs are listed on the following pages. Descriptions of Summer 1973 programs are not included in this brochure.

ESEA TITLE I DECENTRALIZED DISTRICT PROGRAMS FOR SCHOOL YEAR 1973-74

DISTRICT 1

FUNCTION NO.	PROGRAM	REVISED BUDGET AS OF JAN. 31, 1974
33-41652	Evaluation Cost	$ 32,251
33-41653	Comprehensive Reading Program	2,343,634
33-41654	Bilingual-Bicultural Program	197,788
33-41655	Elementary Bilingual	544,618
33-41656	Chinese Bilingual	236,769
33-41657	Secondary Bilingual	297,523
33-41658	Paraprofessional Training Unit	41,372
33-41659	Homework Helper	149,606
33-41660	Nonpublic School	65,897
33-41661	Strengthening Mathematics Program (Modification)	241,832
33-41662	Work-Study Reading and Mathematics Program (Modification)	62,236
	Total Amount Budgeted	$ 4,213,526

ESEA TITLE I DECENTRALIZED DISTRICT PROGRAMS FOR SUMMER 1973

NO SUMMER 1973 PROGRAMS
FOR DISTRICT 1

COMPREHENSIVE READING PROGRAM

DISTRICT	FUNCTION NO.	BUDGET
1 Manhattan	33-41653	$ 1,940,654
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
4500	Kindergarten-Gr. 9	20
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
28	179	School Year, 8:40-3:00

The Comprehensive Reading Program represents a district-wide thrust to improve the reading skills of pupils two or more years below grade level. The Distar Reading and Language Program and the Sullivan Program are the basic remedial and reading tools for the elementary level. The High Intensity Learning System and the Educational Developmental Laboratory Reading 300 Program are used for the secondary level.

BILINGUAL-BICULTURAL PROGRAM

DISTRICT	FUNCTION NO.	BUDGET
1 Manhattan	33-41654	$ 197,788
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
380	Kindergarten-Gr. 4	3
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
15	–	School Year, 8:40-3:00

This component was designed to develop programs of instruction in Spanish and English so that children will be able to achieve in different subject areas in accordance with their abilities. The program was established on the premise that there is a cause and effect relationship between language handicap and poor academic achievement.

ELEMENTARY BILINGUAL PROGRAM

DISTRICT	FUNCTION NO.	BUDGET
1 Manhattan	33-41655	$ 544,618
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
567	Kindergarten-Gr. 2	7
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
22	21	School Year, 8:40-3:00

This program was designed to meet the needs of Spanish-speaking pupils on the elementary level from Kindergarten to Grade 2 who experience difficulty in reading and mathematics in an English-dominant environment. The Elementary Bilingual Program provides Spanish-speaking pupils with an early opportunity to experience success in school subjects and to promote positive self-concepts.

CHINESE BILINGUAL PROGRAM

DISTRICT	FUNCTION NO.	BUDGET
1 Manhattan	33-41656	$ 236,769
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
216	3-9	6
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
9	9	School Year, 8:40-3:00

This program was designed to meet the needs of Chinese-speaking pupils on both the elementary and secondary levels who experience difficulty in learning basic subjects in an English-dominant speaking environment while they learn the second language.

SECONDARY BILINGUAL PROGRAM

DISTRICT	FUNCTION NO.	BUDGET
1 Manhattan	33-41657	$ 297,523
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
252	7-9	3
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
14	10	School Year, 8:40-3:00

This program was designed to meet the needs of Spanish-speaking pupils on the secondary level who experience difficulty learning academic subjects in an English-dominant environment. This program will provide instruction in reading and mathematics and other basic skills while pupils learn the second language.

PARAPROFESSIONAL TRAINING UNIT

DISTRICT	FUNCTION NO.	BUDGET
1 Manhattan	33-41658	$ 41,372
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
200 Ed. Assts.	Kindergarten-Gr. 6	25
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
1	2	School Year, 8:40-3:00

This unit provides training for all Title [illegible]raprofessionals for all Title I Programs in the district to support more effective classroom instruction and to improve the skills of the pupils in the program priorities of reading, mathematics and bilingual education.

HOMEWORK HELPER PROGRAM

DISTRICT	FUNCTION NO.	BUDGET
1 Manhattan	33-41659	$ 149,606
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
196	3-9	25
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
8	113	School Year, 3:00-5:00

This is an after-school program to improve reading performance and computational skills of pupils two or more years below grade level with priority for public and non-public school pupils in grades 4-6. Ninety-eight tutors provide one-to-one help to younger pupils and also serve as peer models of academic achievement and behavior.

NONPUBLIC SCHOOL PROGRAM

DISTRICT	FUNCTION NO.	BUDGET
1 Manhattan	33-41660	$ 51,711
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
130	2-9	10
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
	8	School Year, 8:40-3:00

This program provides educational assistants to serve selected Title I eligible non-public pupils enrolled in Central Board Title I funded programs in Corrective Reading, Corrective Mathematics, Speech Therapy and English as a Second Language

ESEA TITLE I DECENTRALIZED DISTRICT PROGRAMS FOR SCHOOL YEAR 1973-74

DISTRICT 2

FUNCTION NO.	PROGRAM	REVISED BUDGET AS OF JAN 31, 1974
35-41651	Evaluation Cost	$ 47,481
35-41652	Strengthening Reading and Mathematics Activities	1,660,426
35-41653	Modified More Effective Schools	366,609
35-41654	Personal Incentive Program	91,736
35-41655	Nonpublic Schools	147,061
35-41681	Optional Assignment	124,511
	Total Amount Budgeted	$ 2,437,824

ESEA TITLE I DECENTRALIZED DISTRICT PROGRAMS FOR SUMMER 1973

35-41602	Evaluation Cost	$ 2,000
35-41603	District Administrative Budget	4,892
35-41604	Summer Day Elementary School	71,783
35-41605	Junior High School Center	38,073
35-41606	Tutorial and Remedial Workshop	9,741
35-41607	Personal Incentives Programs	6,673
	Total Amount Budgeted	$ 133,162

STRENGTHENING READING AND MATHEMATICS ACTIVITIES

DISTRICT	FUNCTION NO.	BUDGET
2 Manhattan	35-41652	$ 1,660,426
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
2,921	1-9	16
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
40	103	School Year, 8:40-3:00 and 3:00-5:00

The Strengthening Reading and Mathematics Activities Program is a highly individualized laboratory-centered program which stresses the use of self-directing and self-correcting materials in improving mathematics and reading skills. An after-school component will meet from 3:00-5:00 at two sites.

MODIFIED MORE EFFECTIVE SCHOOLS

DISTRICT	FUNCTION NO.	BUDGET
2 Manhattan	35-41653	$ 366,609
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
635	1-5	1
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
13	8	School Year, 8:40-3:00

This program provides a resource team of specialists, para-professionals, and supportive personnel to develop and implement individualized and small group programs to improve reading and mathematics skills. The team has the capability of utilizing bilingual and ESL modes as required by program design.

PERSONAL INCENTIVE PROGRAM

DISTRICT	FUNCTION NO.	BUDGET
2 Manhattan	35-41654	$ 91,736
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
200	7-9	1
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
1	9	School Year, 8:40-3:00

The Personal Incentive Program focuses upon discovering the strengths and interests of the underachiever and utilizing these insights to upgrade reading skills through evolution and modification of curriculum. Identification and referral is made by the classroom teacher, guidance counselor and supervisory staff. Those students with the greatest need are selected for the program.

NONPUBLIC SCHOOLS

DISTRICT	FUNCTION NO.	BUDGET
2 Manhattan	35-41655	$ 147,061
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
600	1-8	12
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
6	15	School Year, 8:40-3:00 and 3:00-5:00

The Nonpublic School Reading Reinforcement Program develops and implements highly individualized programs of small-group instruction to improve basic reading skills. Students are trained in the use and function of self-directing and self-correcting materials. An after-school component will be implemented at one site.

OPTIONAL ASSIGNMENT

DISTRICT	FUNCTION NO.	BUDGET
2 Manhattan	34-41681	$ 124,511
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
258	1-9	6
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
6	5	School Year, 8:40-3:00

The Optional Assignment Reading Activities program combines individual and small-group instruction with highly individualized materials to improve basic reading skills. A schedule of work and materials will be prescribed for each student.

ESEA TITLE I DECENTRALIZED DISTRICT PROGRAMS FOR SCHOOL YEAR 1973-74

FUNCTION NO.	PROGRAM	REVISED BUDGET AS OF JAN. 31, 1974
DISTRICT 3		
37-41651	Evaluation Cost	$ 60,490
37-41652	Strengthened Elementary Reading Activities	2,750,487
37-41653	Project Achieve	693,041
37-41654	Operation Open Door	132,083
37-41655	Bilingual Program	336,403
37-41656	Nonpublic Schools (Modification 1)	75,927
	Total Amount Budgeted	$ 4,048,431

ESEA TITLE I DECENTRALIZED DISTRICT PROGRAMS FOR SUMMER 1973

NO SUMMER 1973 PROGRAMS
FOR DISTRICT 3

STRENGTHENED ELEMENTARY READING ACTIVITIES

DISTRICT	FUNCTION NO.	BUDGET
3 Manhattan	37-41652	$ 2,726,893
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
5112	1-6	19
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
40	289	School Year, 8:40-3:00

This program provides individualized or small-group reading instruction for target pupils. Project teachers and paraprofessionals provide a diagnostic-prescriptive remediation approach. The materials of instruction differ from those used in regular classroom activities. Two reading clinics located at two of the district's schools will service children with special needs.

PROJECT ACHIEVE

DISTRICT	FUNCTION NO.	BUDGET
3 Manhattan	37-41653	$ 685,733
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
1388	6-9	4
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
20	48	School Year, 8:40-3:00

Project Achieve provides individual or small-group instruction in reading and mathematics. A variety of instructional methodology and materials are utilized. Project teachers write individualized prescriptions for each participant based on the results of the Stanford Diagnostic Test. A reading center or laboratory is provided in each school.

OPERATION OPEN DOOR

DISTRICT	FUNCTION NO.	BUDGET
3 Manhattan	37-41654	$ 128,644
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
60	6-9	4
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
4	8	School Year, 8:40-3:00

This project will operate at three out-of-school sites and is designed for students who have not made a satisfactory academic adjustment to the regular school situation. Referral of students to the program will be made by the school guidance counselor and the principal. A low pupil-teacher ratio will permit a high degree of individualization of instruction.

BILINGUAL PROGRAM

DISTRICT	FUNCTION NO.	BUDGET
3 Manhattan	37-41655	$ 355,859
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
430	1-4	8
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
16	15	School Year, 8:40-3:00

This program will provide instruction in the bilingual mode in order to maintain normal progression in academic achievement for pupils for whom English is a second language. Students will be selected for this project whose dominant language is Spanish or French and who are insufficiently fluent in English to benefit from an instructional program in English. A Haitian component will be maintained at a central site.

NONPUBLIC SCHOOL COMPONENT

DISTRICT	FUNCTION NO.	BUDGET
3 Manhattan	37-41656	$ 75,927
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
200	1-6	8
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
	12	School Year, 8:40-3:00

The paraprofessional personnel in this program, under the supervision of licensed Title I teachers, will provide remedial reading assistance to individual or small groups of children in the nonpublic schools.

ESEA TITLE I DECENTRALIZED DISTRICT PROGRAMS FOR SCHOOL YEAR 1973-74

FUNCTION NO.	PROGRAM	REVISED BUDGET AS OF JAN. 31, 1974
DISTRICT 4		
39-41651	Evaluation Cost	$ 128,243
39-41652	Supporting Reading Growth in Kindergarten	228,762
39-41653	Supporting Reading Growth in Grades 1-4	1,282,522
39-41654	Paraprofessional in Library	141,942
39-41655	Laboratory Approach to Mathematics	705,657
39-41656	Bilingual	684,183
39-41657	Nonpublic Schools	99,033
39-41658	High Intensity Reading Program (Modification 1)	447,310
	Total Amount Budgeted	$ 3,717,652

ESEA TITLE I DECENTRALIZED DISTRICT PROGRAMS FOR SUMMER 1973

NO SUMMER 1973 PROGRAMS
FOR DISTRICT 4

SUPPORTING READING GROWTH IN KINDERGARTEN

DISTRICT	FUNCTION NO.	BUDGET
4 Manhattan	39-41652	$ 1,282,522
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
525	Kindergarten	17
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
-	35	School Year, 8:40-3:00

This program will supplement the regular school program by providing a trained educational assistant/teacher aide to work with pupils in small groups. The teacher trainer (funded under 39-31653) in each school is responsible for the training of the educational assistants/teacher aides in this program. The training is directed towards the development of reading skills.

SUPPORTING READING GROWTH IN GRADES 1-4

DISTRICT	FUNCTION NO.	BUDGET
4 Manhattan	37-41653	$ 1,282,522
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
1,905	1-4	17
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
18	127	School Year, 8:40-3:00

Seventeen teacher trainers of paraprofessionals (one per school), who are proficient in reading instruction, will instruct the educational assistant/teacher aides in reading skills. They will assist in developing lesson plans, demonstrate techniques, provide materials and participate in classroom observations. One hundred twenty-seven educational assistants/teacher aides will provide small-group instruction in reading skills. One coordinator will be responsible for supervising and coordinating all the activities for the program.

PARAPROFESSIONALS IN THE LIBRARY

DISTRICT	FUNCTION NO.	BUDGET
4 Manhattan	39-41654	$ 141,942
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
276	2,3,7	22
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
-	22	School Year, 8:40-3:00

Twenty-two educational assistants/teacher aides under the supervision of the school librarian will provide small-group instruction for pupils with reading disabilities. They will spend one period per day with a teacher trainer of paraprofessionals receiving instruction in reading skills necessary for improving students' reading ability.

LABORATORY APPROACH TO MATHEMATICS

DISTRICT	FUNCTION NO.	BUDGET
4 Manhattan	39-41655	$ 705,657
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
1,200	2-4, 7-9	22
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
23	22	School Year, 8:40-3:00

This program provides an opportunity for pupils to explore materials and relationships, develop and practice skills and develop competency in mathematics with a minimum of restrictions. Twenty-two teachers will provide small-group instruction in basic math concepts, computational skills and problem solving. The educational assistants/teacher aides will work with pupils in small groups and on a one-to-one basis.

BILINGUAL PROGRAM

DISTRICT	FUNCTION NO.	BUDGET
4 Manhattan	39-51656	$ 700,190
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
864	1,2,4,5, 7-9	12
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
25	24	School Year, 8:40-3:00

This bilingual component offers the student small-group instruction in his native language to insure that he will learn the basic curriculum while he learns English. Twenty-four bilingual teachers, two per school, will provide basic reading and mathematics instruction in the child's dominant language and in English as a second language. Twenty-four bilingual educational assistants/teacher aides will work with small groups and give assistance on a one-to-one basis. One coordinator is responsible for supervising all activities for the program.

NONPUBLIC SCHOOL COMPONENT

DISTRICT	FUNCTION NO.	BUDGET
4 Manhattan	39-41657	$ 99,033
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
320	1-7	8
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
1 (Part-time)	16	School Year, 8:40-3:00

Sixteen educational assistants/teacher aides will be assigned to work with centrally assigned Title I teachers. They will each work with 20 children with groups of 3 - 4 children at a time. One (part-time) liaison officer will facilitate communications between public and nonpublic schools. He will supervise the scheduling of paraprofessionals and help to coordinate the decentralized program so that it becomes an integral part of the total program.

ESEA TITLE I DECENTRALIZED DISTRICT PROGRAMS FOR SCHOOL YEAR 1973-74

DISTRICT 5

FUNCTION NO.	PROGRAM	REVISED BUDGET AS OF JAN. 31, 1974
41-41651	Evaluation Cost	$ 103,986
41-41652	Reading and Mathematics in Grades 2-6	1,384,355
41-41653	Mathematics Laboratory	807,202
41-41654	Transition to High School	224,472
41-41655	Reading, Mathematics & Bilingual Enrichment in the Early Grades	673,532
41-41656	Bilingual Program	444,157
41-41657	Educational Development Laboratories (EDL)	245,765
41-41658	Nonpublic School	75,797
	Total Amount Budgeted	$ 3,959,266

ESEA TITLE I DECENTRALIZED DISTRICT PROGRAMS FOR SUMMER 1973

41-41602	Evaluation Cost	$ 3,000
41-41603	District Administrative Budget	17,433
41-41604	Summer Elementary Grades 1-6	96,292
41-41605	Summer Secondary	56,280
	Total Amount Budgeted	$ 176,005

READING AND MATHEMATICS IN GRADES 2-6 (RAMS)

DISTRICT	FUNCTION NO.	BUDGET
5 Manhattan	41-41652	$1,369,392
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
3200	2-6	18
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
28	94	School Year, 8:40-3:00

RAMS is a diagnostic and prescriptive corrective reading program, incorporating a wide range of reading materials. It is child-centered, employing devices and materials very adaptable for independent work and small-group or individualized instruction. Reinforcement in the areas of interpretation of meaning, analytical reading and listening, appreciation, and reference skills is also included.

MATHEMATICS LABORATORY

DISTRICT	FUNCTION NO.	BUDGET
5 Manhattan	41-41653	$ 790,335
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
3360	2-9	22
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
28	56	School Year, 8:40-3:00

The program is designed to diagnose mathematical problems and provide work to eliminate these problems by means of programmed instruction. Children are given individualized and small-group instruction with one teacher and two paraprofessionals in each laboratory. The teacher and project coordinator monitor the effectiveness of the treatment plan and modify as needed.

TRANSITION TO HIGH SCHOOL

DISTRICT	FUNCTION NO.	BUDGET
5 Manhattan	41-41654	$224,472
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
250	8,9	5
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
5	15	School Year, 8:40-3:00

This project provides intensive instruction in reading and mathematics for 250 intermediate and junior high school pupils (seniors) whose basic skill performances are below minimal standards for acceptance to high school. The program is self-pacing utilizing multi-media, multi-sensory materials.

READING, MATHEMATICS AND BILINGUAL ENRICHMENT IN THE EARLY GRADES

DISTRICT	FUNCTION NO.	BUDGET
5 Manhattan	41-41655	$673,532
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
640	Pre-K, 1, 2	16
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
16	30	School Year, 8:40-3:00

The program is designed to provide the participants with the fundamentals needed for successful school experience. Special emphasis will be placed on greater language facility for the monolingual and bilingual child. The program will provide experiences to help the children learn to express themselves freely, develop keener listening skills, increase their interest in stories and books and provide extended enrichment for the bilingual child. The curriculum will be adaptable to the needs, experiences and environment of the children.

BILINGUAL PROGRAM

DISTRICT	FUNCTION NO.	BUDGET
5 Manhattan	41-41656	$ 444,157
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
765	1-5, 7-9	4
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
14	16	School Year, 8:40-3:00

The Bilingual Program is designed to overcome existing academic problems and provide the cultural needs of Spanish speaking children. The program also aims to provide a meaningful body of knowledge in social studies, mathematics and science taught in the child's dominant language.

EDUCATIONAL DEVELOPMENT LABORATORIES (EDL)

DISTRICT	FUNCTION NO.	BUDGET
5 Manhattan	41-41657	$ 245,765
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
600	5-9	5
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
7	18	School Year, 8:40-3:00

This program is designed to improve the reading and language arts skills of eligible pupils. Children's needs will be identified through diagnostic tests and teacher recommendations. Based on their findings, individual program study prescriptions will be developed for each child. The Educational Development Laboratory systems are non-graded, self-pacing programs that utilize multi-sensory equipment and materials.

NONPUBLIC SCHOOL

DISTRICT	FUNCTION NO.	BUDGET
5 Manhattan	41-61458	$ 75,797
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
640	1-8	7
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
1	11	School Year, 8:40-3:00

In this program, 11 paraprofessionals will work directly with Title I teachers assigned by Central Headquarters to provide intensive aid in the mastery of reading skills. After diagnosing and prescribing an individualized program for the target children, the teacher will supervise the paraprofessionals in their work with small groups and individual children.

ESEA TITLE I DECENTRALIZED DISTRICT PROGRAMS FOR SCHOOL YEAR 1973-74

DISTRICT 6

FUNCTION NO.	PROGRAM	REVISED BUDGET AS OF JAN. 31, 1974
43-41651	Evaluation Cost	$ 119,568
43-41652	Reading Power Program K-9	1,547,390
43-41653	Mathematics Power Program K-9	748,842
43-41654	Bilingual-Bicultural Education Program	771,410
43-41681	Optional Assignment	71,640
43-41655	Nonpublic School (Modification 1)	146,203
	Total Amount Budgeted	$ 3,405,053

ESEA TITLE I DECENTRALIZED DISTRICT PROGRAMS FOR SUMMER 1973

FUNCTION NO.	PROGRAM	REVISED BUDGET AS OF JAN. 31, 1974
43-41602	Evaluation Cost	$ 11,072
43-41603	District Administrative Budget	11,439
43-41604	Summer Day Elementary at P.S. 28M	21,274
43-41605	Discovery Program in Reading & Mathematics P.S. 98M	24,894
43-41606	Summer Day Elementary Experience Room at P.S. 115M	24,307
43-41607	Summer Tutorial Program at P.S. 128M	19,873
43-41608	Summer Day Elementary School at P.S. 132M	19,828
43-41609	Wider Horizons at P.S. 173M	19,781
43-41610	Project Real at P.S. 186M	20,836
43-41611	Bilingual Summer Elementary School at P.S. 189	23,963
43-41612	Summer Orientation at P.S. 192M	23,406
43-41613	Developing Wider Horizons at J.H.S. 52M	19,153
43-41614	Eleanor Roosevelt Summer J.H.S. 143M	24,160
43-41615	Special Remediation J.H.S. 164M	21,944
43-41616	College Community Children	18,420
	P.U.S.H.	7,130
	Total Amount Budgeted	$ 311,480

READING POWER PROGRAM

DISTRICT	FUNCTION NO.	BUDGET
6 Manhattan	43-41652	$ 1,478,538
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
3,110	Kindergarten-Gr. 9	12
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
42	84	School Year, 8:40-3:00

The Reading Power Program is designed to instruct pupils in the basic reading skills and to meet individual needs. It encompasses the following components: Reading in the Early Elementary grades, Intensive Reading, Reading Language Laboratory, Corrective Reading, Reading in the Arts, and Open Door. The different components are geared to meeting the educational needs of children in Kindergarten through grade 9.

MATHEMATICS POWER PROGRAM

DISTRICT	FUNCTION NO.	BUDGET
6 Manhattan	43-41653	$ 569,578
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
1240	1-9	12
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
14	37	School Year, 8:40-3:00

Mathematics Power Program is designed to improve conceptual and computational skills in mathematics and involves a computation and remedial program for kindergarten through grade 6 and a mathematics laboratory for the junior high schools. A mathematics team will provide remedial services to small groups of children on the elementary level for a forty-five minute period daily. The junior high school children will use a mathematics laboratory utilizing computers, calculators, adding machines and other materials to provide for individual and small-group activities.

BILINGUAL BICULTURAL EDUCATION PROGRAM

DISTRICT	FUNCTION NO.	BUDGET
6 Manhattan	43-41654	$ 754,931
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
1250	Kindergarten-Gr. 9	12
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
26	36	School Year, 8:40-3:00

This program is designed to improve bilingual-bicultural education through teaching English as a second language. Emphasis will be placed on the strengthening of native language ability along with the acquisition of skills in English as a second language. Thus the non-English speaking pupil will be helped.

NONPUBLIC SCHOOL PROGRAM

DISTRICT	FUNCTION NO.	BUDGET
6 Manhattan	43-41655	$ 116,815
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
380	3-8	8
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
4	20	School Year, 8:40-3:00 and 3:00-5:00

Nonpublic School children who are one to two years retarded in reading and mathematics receive remedial and corrective instruction. For children for whom English is a second language, a learning environment will be provided in their native language to help them develop and acquire skills and concepts needed for normal academic achievement and success. Some of the nonpublic schools will conduct these sessions from 3:00 to 5:00 p.m.

OPTIONAL ASSIGNMENT

DISTRICT	FUNCTION NO.	BUDGET
6 Manhattan	43-41681	$ 71,640
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
82	2-6	2
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
2	5	School Year, 8:40-3:00

This component is designed to improve reading skills of eligible Title I pupils. Reading specialists will work with small groups of children for forty-five minute periods, four times a week. Educational Assistants will help provide small-group instruction.

ESEA TITLE I DECENTRALIZED DISTRICT PROGRAMS FOR SCHOOL YEAR 1973-74

FUNCTION NO.	PROGRAM	REVISED BUDGET AS OF JAN. 31, 1974
DISTRICT 7		
45-41651	Evaluation Cost	$ 168,175
45-41652	Strengthening Early Childhood	2,523,497
45-41653	Developmental Learning Program	201,346
45-41654	Special Primary School	317,058
45-41655	Reading Remediation and ESL	926,584
45-41656	Library Reading Incentive Program	170,222
45-41657	ESL & Reading Program for Nonpublic School Students	86,935
45-41658	Individualization of Instruction for CRMD Classes	175,521
45-41659	Reading Through the Arts	345,915
45-41660	ESL Program for I. S. and J. H. S.	249,317
45-41661	Alternative J. H. S.	186,186
45-41662	Mathematics Laboratory Program at I. S. 38	19,369
45-41663	Mathematics Resource Centers (Modification 2)	513,470
	Total Amount Budgeted	$ 5,883,595

ESEA TITLE I DECENTRALIZED DISTRICT PROGRAMS FOR SUMMER 1973

45-41602	Evaluation Cost	$ 22,141
45-41603	District Administrative Budget	5,019
45-41604	Summer Head Start	196,210
45-41605	Operation 3 R's	13,263
45-41606	Vacation Day Camp Reading Program	125,748
45-41607	Education Action Through Performing Arts	70,647
	Total Amount Budgeted	$ 433,028

STRENGTHENING EARLY CHILDHOOD

DISTRICT	FUNCTION NO.	BUDGET
7 Bronx	45-41652	$ 2,511,891
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
3,112	Kindergarten-Gr. 2	19
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
21	306	School Year, 8:40-3:00

Small-group and individualized instruction is provided for target children in Kindergarten, grades one and two in the areas of reading, mathematics, English as a second language and bilingual education. Services are provided by Educational Assistants within the classroom setting. An early childhood resource teacher provides intensive instruction to those children with the greatest needs.

DEVELOPMENTAL LEARNING PROGRAM

DISTRICT	FUNCTION NO.	BUDGET
7 Bronx	45-41653	$ 192,235
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
210	1	7
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
8	7	School Year, 8:40-3:00

First grade students with perceptual learning problems are diagnosed and programmed for small-group and individualized instruction. The instructional activities are designed to build on the children's strengths so as to overcome their weaknesses. Each school has a Developmental Learning Teacher assisted by a paraprofessional.

SPECIAL PRIMARY SCHOOL

DISTRICT	**FUNCTION NO.**	**BUDGET**
7 Bronx	45-41654	$ 304,134
PARTICIPANTS	**GRADE LEVEL**	**NO. OF SCHOOLS**
530	Kindergarten-Gr. 6	1
PROFESSIONALS	**PARAPROFESSIONALS**	**TIME OF OPERATION**
11 full-time 15 part-time	3	School Year, 8:40-3:00 and 3-00-5:00

This program provides for an overlay of staff to the day school program which makes possible small-group instruction in reading, language arts, English as a second language, bilingual education, and mathematics. Skills are reinforced in an After-School Study Center for selected target population.

READING REMEDIATION AND ENGLISH AS A SECOND LANGUAGE

DISTRICT	**FUNCTION NO.**	**BUDGET**
7 Bronx	45-41655	$ 926,424
PARTICIPANTS	**GRADE LEVEL**	**NO. OF SCHOOLS**
2,440	3-9	18
PROFESSIONALS	**PARAPROFESSIONALS**	**TIME OF OPERATION**
2	124	School Year, 8:40-3:00

In this program a diagnostic-prescriptive approach to reading instruction is used in servicing target children utilizing a wide variety of materials. A Learning Center concept is used in the English as a second language component of the program. Small-group instruction is provided for children by paraprofessionals under the supervision of classroom teachers.

LIBRARY READING INCENTIVE PROGRAM

DISTRICT	FUNCTION NO.	BUDGET
7 Bronx	45-41656	$ 157,093
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
3,285	3-9	25
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
–	26	School Year, 8:40-3:00

The program is supportive of other Title I programs and is designed to improve reading skills. Target population children are scheduled for library sessions during which they receive small-group instruction in library-reading activities using a multi-media approach.

ESL AND READING FOR NONPUBLIC SCHOOL STUDENTS

DISTRICT	FUNCTION NO.	BUDGET
7 Bronx	45-41657	$ 85,442
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
368	1-6	6
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
5	3	School Year, 8:40-3:00

Children with limited English ability will receive small-group instruction in English as a Second Language using a multi-media approach. Reading instruction will also be provided using a variety of materials including SRA Kit and Breaking the Sound Barrier materials.

INDIVIDUALIZATION OF INSTRUCTION FOR CRMD CLASSES

DISTRICT	FUNCTION NO.	BUDGET
7 Bronx	45-41658	$ 160,497
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
345	1-6	5
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
-	25	School Year, 8:40-3:00

Under the supervision of the classroom teacher the paraprofessionals will provide small-group and individual instruction to target children in the areas of reading, mathematics, and core curriculum related topics. Travel training and home living activities will also be provided.

READING THROUGH THE ARTS

DISTRICT	FUNCTION NO.	BUDGET
7 Bronx	45-41659	$ 345,915
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
775	3-9	6
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
14	8	School Year, 8:40-3:00 and 3:00-5:00

Students are taught reading using the arts as content and motivation. A diagnostic-prescriptive approach is used in a laboratory setting. Instruction is provided by both artist-teachers and reading teachers. An after-school program services a selected number of target children to provide greater in-depth instruction. Three public and three nonpublic schools participate in this program.

ESL AND BILINGUAL PROGRAM IN INTERMEDIATE AND JUNIOR HIGH SCHOOLS

DISTRICT	FUNCTION NO.	BUDGET
7 Bronx	45-41660	$ 249,317
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
-	6-9	6
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
1	30	School Year, 8:40-3:00

This component is designed to improve bilingual education. The English as a second language and bilingual programs of the intermediate and junior high schools of District 7 are supplemented by the addition of paraprofessionals who provide small-group instruction in English as a second language and reading (in Spanish).

ALTERNATIVE JUNIOR HIGH SCHOOLS

DISTRICT	FUNCTION NO.	BUDGET
7 Bronx	45-41661	$ 184,088
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
350	6-8	1
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
5	10	School Year, 8:40-3:00

Title I funds are used to supplement this alternative school tax-levy program. The basic philosophy is a diagnostic-prescriptive approach to the teaching of reading and mathematics. Reading is integrated into all content areas. One of the focal points of the program is a reading laboratory. Career education is also included.

MATHEMATICS LABORATORY AT I.S. 38

DISTRICT	FUNCTION NO.	BUDGET
7 Bronx	45-41662	$ 20,094
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
200	6-8	1
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
-	2	School Year, 8:40-3:00

A laboratory approach is used to provide corrective mathematics instruction to target children. The basic materials used are those developed by Educational Solutions, Inc.

ESEA TITLE I DECENTRALIZED DISTRICT PROGRAMS FOR SCHOOL YEAR 1973-74

FUNCTION NO.	PROGRAM	REVISED BUDGET AS OF JAN. 31, 1974
DISTRICT 8		
47-41651	Evaluation Cost	$ 130,000
47-41652	Strengthening Early Childhood	1,125,462
47-41653	Achievement Academy for Uninterrupted Education	310,344
47-41654	Reading Impact	2,273,670
47-41655	Reading in Cultural Heritage	407,333
47-41656	Prescriptive Mathematics Laboratories	610,200
47-41657	Nonpublic Schools	45,726
47-41681	Optional Assignment	51,726
	Total Amount Budgeted	$ 4,954,461

ESEA TITLE I DECENTRALIZED DISTRICT PROGRAMS FOR SUMMER 1973

47-41602	Evaluation Cost	$ 4,000
47-41603	District Administrative Budget	11,026
47-41604	Elementary Reading Centers	22,405
47-41605	Secondary Reading Centers	27,627
47-41606	Gould Outdoor Remedial Education Camp	55,391
	Total Amount Budgeted	$ 120,449

STRENGTHENED EARLY CHILDHOOD PROGRAM

DISTRICT	FUNCTION NO.	BUDGET
8 Bronx	47 -41652	$ 1,136,300
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
3188	Kindergarten-Gr. 2	14
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
17	142	School Year, 8:40-3:00

Designed to prepare children in the early elementary grades for future school experiences, this program is directed towards development of language and reading skills. The children are organized into small groups with each teacher teaching one group assisted by a paraprofessional. The curriculum utilizes the neighborhood and its resources for learning.

ACHIEVEMENT ACADEMY FOR UNINTERRUPTED EDUCATION

DISTRICT	FUNCTION NO.	BUDGET
8 Bronx	47-41653	$ 310,344
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
250	Kindergarten-Gr. 9	26
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
12	10	School Year, 8:40-3:00

This is a "revolving door" program using a guidance-oriented approach. Ungraded classes, limited to a miximum of 10 students per class, are held in four community centers. Basic activities include individualized instruction in reading, language arts and mathematics. Because of the special nature of the program pupils stay in it for an average of two to three months of the year. Guidance follow-up is given to students when they return to their regular schools.

READING IMPACT PROGRAM

DISTRICT	FUNCTION NO.	BUDGET
8 Bronx	47-41654	$ 2,321,861
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
3,610	3-9	20
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
48	140	School Year, 8:40-3:00 and 3:30-5:30

This program has five sub-components, one of which is a tutorial after-school program using student-aides along with the regular staff. The regular school day programs use different approaches to the teaching of reading depending on the type and level of deficiency. Two programs are conducted in school locations; the other two are in alternative sites.

READING IN CULTURAL HERITAGE

DISTRICT	FUNCTION NO.	BUDGET
8 Bronx	47-41655	$ 407,333
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
1,075	3-6 and 7-9	9
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
13	21	School Year, 8:40-3:00 and 3:30-5:30

This program is designed to improve reading and mathematics achievement as well as school relationships of Black-Hispanic children in the district. There are three major components in the program which provide students with individualized instruction to obtain improved school achievement, an understanding of their heritage, and an introduction to the creative arts.

MATHEMATICS LABORATORY

DISTRICT	FUNCTION NO.	BUDGET
8 Bronx	47-41656	$ 611,156
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
2,038	3-6 and 7-9	12
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
12	32	School Year, 8:40-3:00

This program has two sub-components. 1) The Mathematics Laboratory emphasizes the use of manipulative materials and hand calculators to improve computational skills and the understanding of problem-solving concepts, and provides small-group instruction for those with special interest in mathematics or in need of remedial assistance. 2) The New Prescriptive Mathematics Laboratory gives a criterion-reference test to each child and provides him with an individualized study guide which lists, in order, the materials he will use to master each deficiency.

EDUCATIONAL ASSISTANTS FOR NONPUBLIC SCHOOLS

DISTRICT	FUNCTION NO.	BUDGET
8 Bronx	47-41657	$ 45,726
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
524	1-9	4
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
-	10	School Year, 8:40-3:00

There are 5 Title I eligible nonpublic schools participating in the program. A learning team of Title I teachers (from Central Programs) and paraprofessionals from (District 8 Decentralized funds) vitalize the instructional program in reading, mathematics and/or English as a second language.

OPTIONAL ASSIGNMENT PROGRAM

DISTRICT	FUNCTION NO.	BUDGET
8 Bronx	47-41681	$ 51,726
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
41	7-9	1
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
1	3	School Year, 8:40-3:00

This is a reading program using multi-ethnic materials to remove unfounded stereotyped attitudes toward various ethnic groups. The aspirational level of many of the "Optional Assignment" children has in the past been lifted to the point where they were actively competing on an equal and sometimes on a higher academic level with the children in the receiving school.

ESEA TITLE I DECENTRALIZED DISTRICT PROGRAMS FOR SCHOOL YEAR 1973-74

FUNCTION NO.	PROGRAM	REVISED BUDGET AS OF JAN. 31, 1974
DISTRICT 9		
49-41651	Evaluation Cost	$ 253,192
49-41652	Pre-Kindergarten	317,154
49-41653	ABC Montessori-Kindergarten	92,345
49-41654	Strengthening Early Childhood	2,481,141
49-41655	Project Bravo	325,895
49-41656	Project Succeed	2,083,117
49-41657	Youth Tutoring Youth	173,240
49-41658	Remedial Laboratory	205,454
49-41659	Bilingual Junior High School	315,811
49-41661	Nonpublic Schools-Right to Read	103,007
49-41662	Media Techniques in Reading Instruction (Modification 2)	138,161
	Total Amount Budgeted	$ 6,488,517

ESEA TITLE I DECENTRALIZED DISTRICT PROGRAMS FOR SUMMER 1973

49-41602	Evaluation Cost	$ 12,800
49-41603	District Administrative Budget	2,600
49-41604	Tutorial Academies	610,796
	Total Amount Budgeted	$ 626,196

PRE-KINDERGARTEN

DISTRICT	FUNCTION NO.	BUDGET
9 Bronx	49-41652	$ 273,418
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
250	Pre-Kindergarten	6
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
16	9	School Year, 8:40-3:00

Four and five year-old pupils will be serviced in nine classes to develop reading readiness and English as a second language skills. Most of the classes are operative in two sessions with fifteen children in each class. Emphasis is placed on visual discrimination, letter recognition and comprehension activities.

A. B. C. MONTESSORI PRE-SCHOOL

DISTRICT	FUNCTION NO.	BUDGET
9 Bronx	49-41653	$ 89,106
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
90	Kindergarten	1
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
3	6	School Year, 8:40-3:00

Using the Montessori Materials and the Montessori method of communication patterns, basic skills of language, mathematics, science, self-care, and creation of self-awareness are taught. Readiness in reading and mathematics will be measured by the Boehm Test on a pre-and post-test basis.

STRENGTHENING EARLY CHILDHOOD

DISTRICT	FUNCTION NO.	BUDGET
9 Bronx	49-41654	$ 2,477,106
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
2500	1-3	21
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
72	147	School Year, 8:40-3:00

This program is designed to improve reading readiness and basic skills for kindergarten, first, second, and third grade pupils. An understanding of the printed word will be developed through an individualized program designed to meet the specific needs of each child. Diagnostic approaches will be employed to discover the unique instructional requirements of each child and will determine the learning activities to be developed. A multi-faceted approach to the the teaching of reading will be used. The program will establish a daily one-to-one relationship between adult and child.

PROJECT BEST

DISTRICT	FUNCTION NO.	BUDGET
9 Bronx	49-41655	$ 321,860
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
500	1-5	7
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
11	18	School Year, 8:40-3:00

This project is designed to provide a bilingual instructional program for Spanish dominant students with limited English speaking ability in order to increase their academic achievement in reading (in Spanish and English), mathematics (in Spanish), and language fluency (in English). The project will also develop an improved awareness of the Puerto Rican and Hispanic culture of these students.

PROJECT BRAVO

DISTRICT	FUNCTION NO.	BUDGET
9 Bronx	49-41656	$ 2,076,481
PARTICIPANTS	**GRADE LEVEL**	**NO. OF SCHOOLS**
5,100	3-8	27
PROFESSIONALS	**PARAPROFESSIONALS**	**TIME OF OPERATION**
1	263	School Year, 8:40-3:00

Individually prescribed materials will be used to give a realistic indication of where the students need remedial assistance. The teachers will group and re-group participants on a scheduled basis based on ability and achievement. As a pupil progresses he will move on to higher levels of the BRL/Sullivan series until he masters reading comprehension decoding and vocabulary skills. When he finishes the series he will move on to the Barnell Loft series.

YOUTH TUTORING YOUTH

DISTRICT	FUNCTION NO.	BUDGET
9 Bronx	49-41657	$ 170,001
PARTICIPANTS	**GRADE LEVEL**	**NO. OF SCHOOLS**
480	4-6	5
PROFESSIONALS	**PARAPROFESSIONALS**	**TIME OF OPERATION**
5	12	School Year, 8:40-3:00

The concept employed in this program stresses the fact that the children learn from one another. Further, it has been found that those tutors who are not achieving upgrade their own reading skills by helping other students. The tutors reinforce their reading comprehension skills by helping the younger pupils and imparting to them basic reading skills. As a result, both groups benefit from the Youth Tutoring Youth Program.

REMEDIAL LABORATORY

DISTRICT	FUNCTION NO.	BUDGET
9 Bronx	49-41658	$ 202,215
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
500	4-6	1
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
6	15	School Year, 8:40-3:00

The concept of the Remedial Laboratory is based on diagnostic testing to determine patterns of children's instructional needs. The children are tested in the fall using standard diagnostic tests in mathematics and reading. The diagnostic scores from the subtest performance of each child are card punched and fed into a computer programmed to generate "request cards" which create instructional typologies in terms of the kind of educational experience children need in mathematics, reading and language arts.

BILINGUAL JUNIOR HIGH SCHOOL

DISTRICT	FUNCTION NO.	BUDGET
9 Bronx	49-41659	$ 312,572
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
360	608	6
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
12	14	School Year, 8:40-3:00

This project is designed to provide a bilingual instructional program for Spanish-dominant students of limited English-speaking ability in order to increase their academic achievement in reading (in Spanish and English), as well as mathematics (in Spanish), and language fluency (in English). The project will also develop an improved awareness of their Puerto Rican and Hispanic cultures.

NONPUBLIC SCHOOLS-RIGHT TO READ

DISTRICT	FUNCTION NO.	BUDGET
9 Bronx	49-41661	$ 103,007
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
245	2-5	10
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
1	14	School Year, 8:40-3:00

The activities of this program will be focused on reading and the teaching of English as a second language, and will coincide with the Central Board Nonpublic School Program. The children rated C or D on the New York City scale of pupil's ability to speak English will attend English as a second language classes for one to five hours a week, depending on their individual needs. The children rated E or F will attend classes for a one-hour period three times a week. When a pupil reaches level B on the scale he will be replaced by another child who may need this extra service. The pupils enrolled in the reading component will receive ongoing remediation in the improvement of word recognition, comprehension and vocabulary skills.

ESEA TITLE I DECENTRALIZED DISTRICT PROGRAMS FOR SCHOOL YEAR 1973-74

FUNCTION NO.	PROGRAM	REVISED BUDGET AS OF JAN. 31, 1974
DISTRICT 10		
51-41651	Evaluation Cost	$ 52,257
51-41652	Pre-Kindergarten Program	33,797
51-41653	Early Childhood Program	1,218,587
51-41654	Strengthening Middle Grades	953,854
51-41655	Corrective Reading and Corrective Mathematics	474,789
51-41656	Camelot Program	23,686
51-41657	Special Activities Class	79,738
51-41658	Nonpublic School	20,980
51-41681	Optional Assignment	150,389
	Total Amount Budgeted	$ 3,008,077

ESEA TITLE I DECENTRALIZED DISTRICT PROGRAMS FOR SUMMER 1973
8

51-41602	Evaluation Cost	$ 15,175
51-41603	District Administrative Budget	8,366
51-41604	Headstart	141,138
51-41605	Extended School Program	363,096
51-41606	Visit	38,745
51-41607	Summer Teenage Academic Institute	32,522
51-41608	Belmont Association Program	32,392
	Total Amount Budgeted	$ 631,434

PRE-KINDERGARTEN PROGRAM

DISTRICT	**FUNCTION NO.**	**BUDGET**
10 Bronx	51-41652	$ 39,536
PARTICIPANTS	**GRADE LEVEL**	**NO. OF SCHOOLS**
30	Pre-Kindergarten	1
PROFESSIONALS	**PARAPROFESSIONALS**	**TIME OF OPERATION**
1	3	School Year, 8:40-3:00

This program is designed to improve reading readiness skills and language arts development for four year-olds. There are 2, three-hour daily classes with fifteen children in each class. Small-group and individualized instruction is provided by the project teacher and paraprofessionals. The program promotes an environment in which children learn through exploration and investigation.

EARLY CHILDHOOD PROGRAM

DISTRICT	**FUNCTION NO.**	**BUDGET**
10 Bronx	51-41653	$ 1,191,084
PARTICIPANTS	**GRADE LEVEL**	**NO. OF SCHOOLS**
2,471	Kindergarten-Gr. 2	11
PROFESSIONALS	**PARAPROFESSIONALS**	**TIME OF OPERATION**
24	108	School Year, 8:40-3:00

Remedial services in the areas of reading, language arts development and mathematics are being provided to 794 Kindergarten, 826 first grade and 851 second grade students participating in this program. Paraprofessionals, under the direction of classroom teachers and project teachers, are assigned to work with individuals and small groups of students to provide impact services.

STRENGTHENING MIDDLE GRADES

DISTRICT	FUNCTION NO.	BUDGET
10 Bronx	51-41654	$ 909,850
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
2,094	3-6	12
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
11	97	School Year, 8:40-3:00

The purpose of this component is to improve the rate of reading and mathematics growth by providing impact services to a selected group of students who are functioning below minimum competency. Through small-group instruction and the use of multi-media materials classroom teachers, with the assistance of paraprofessionals, provide these services.

CORRECTIVE READING AND CORRECTIVE MATHEMATICS

DISTRICT	FUNCTION NO.	BUDGET
10 Bronx	51-41655	$ 458,074
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
738	7-9	6
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
14	22	School Year, 8:40-3:00

This program provides remedial instruction in reading and/or mathematics to 738 junior high school students. These impact services are provided by paraprofessionals under the direction of project teachers through the use of individualized and small-group instruction.

CAMELOT PROGRAM

DISTRICT	FUNCTION NO.	BUDGET
10 Bronx	51-41656	$ 24,159
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
80	7-9	1
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
-	2	School Year, 8:40-3:00

This program provides an "alternate school structure" for 80 students, grades 7 through 9 at Junior High School 118. Only those children who are educationally disadvantaged, and who have expressed a desire to participate will be chosen. All curriculum areas will be geared to developing and strengthening the basic skill areas of reading and mathematics. This component extends the classroom beyond the school building and into community and city as a whole.

SPECIAL ACTIVITIES CLASS

DISTRICT	FUNCTION NO.	BUDGET
10 Bronx	51-41657	$ 79,738
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
90	1-6	1
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
2	7	School Year, 8:40-3:00

This program will provide 90 children in Grades 1 through 6 at P. S. 85 who have been unable to function in regular classrooms, with an intensive educational program supported with counseling services, (i.e., in small groupings and with individual remedial measures), so that they can return to a regular classroom situation. The program provides materials and supplies not usually found in regular classrooms which will be used in connection with innovative approaches for the teaching of young children with severe learning problems.

NONPUBLIC SCHOOLS

DISTRICT	FUNCTION NO.	BUDGET
10 Bronx	51-41658	$ 37,555
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
150	3-8	4
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
-	6	School Year, 8:40-3:00

This component provides paraprofessional personnel who will assist centrally assigned New York City licensed teachers in providing remedial services in reading and/or mathematics to approximately 150 students in nonpublic schools. Small-group and individualized instruction is stressed.

OPTIONAL ASSIGNMENT PROGRAM

DISTRICT	FUNCTION NO.	BUDGET
10 Bronx	51-31681	$ 151,293
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
191	3-8	5
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
5	4	School Year, 8:40-3:00

This program is designed to strengthen basic skills in reading and/or mathematics of those "Optional Assignment" children whose scores on reading and mathematics tests indicate that they are in need of such services. Paraprofessionals and project teachers provide individual and small-group instruction in reading and mathematics to remediate the diagnosed weaknesses of the participant.

ESEA TITLE I DECENTRALIZED DISTRICT PROGRAMS FOR SCHOOL YEAR 1973-74

FUNCTION NO.	PROGRAM		REVISED BUDGET AS OF JAN. 31, 1974
DISTRICT 11			
53-41651	Evaluation Cost	$	20,703
53-41652	Reading Improvement Program		556,891
53-41653	Mathematics Laboratories		30,922
53-41654	Bilingual Tutoring in Reading and Mathematics		88,577
53-41655	Supplemental Services in Reading and Mathematics		190,654
53-41656	Nonpublic School Component		14,194
53-41681	Optional Assignment		538,185
	Total Amount Budgeted	$	1,440,126

ESEA TITLE I DECENTRALIZED DISTRICT PROGRAMS FOR SUMMER 1973

53-41602	Evaluation Cost	$	1,500
53-41603	District Administrative Budget		4,852
53-41604	Project Inter-Remain		19,053
53-41605	Star		28,368
	Total Amount Budgeted	$	53,773

READING IMPROVEMENT PROGRAM

DISTRICT	FUNCTION NO.	BUDGET
11 Bronx	53-41652	$ 556,891
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
1192	1-6	7
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
18	16	School Year, 8:40-3:00

Reading improvement centers will be established in six elementary schools and one junior high school. In each center a reading specialist assisted by an educational assistant will work with eligible children in a laboratory setting to improve reading competence through diagnosis, prescription, remediation and use of specialized multimedia and other reading material. Teacher training and follow-up in the classrooms will be included. Five groups of 15 children each will be scheduled for five 40-minute periods per week with each team. The program will be coordinated by a reading consultant, who will be based at and use the facilities and materials of the District Educational Communications Center.

MATHEMATICS LABORATORIES

DISTRICT	FUNCTION NO.	BUDGET
11 Bronx	53-41653	$ 30,922
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
76	7	1
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
1	1	School Year, 8:40-3:00

A Mathematics specialist, assisted by an educational assistant will work with eligible children in a laboratory setting to improve their mathematics competence through diagnosis, prescription, remediation and use of specialized materials. Teacher training and follow-up in the classrooms will be included. Small groups of 13 children will be scheduled for three periods per week.

BILINGUAL TUTORING IN READING AND MATHEMATICS

DISTRICT	FUNCTION NO.	BUDGET
11 Bronx	53-41654	$ 88,577
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
180	4-6	3
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
3	18	School Year, 8:40-3:00

This program, using bilingual personnel, is designed to provide tutorial services in reading and mathematics to children with limited English speaking ability. A team consisting of a teacher, an educational assistant and five student aides will serve 60 children in each school.

SUPPLEMENTAL SERVICES IN READING AND MATHEMATICS

DISTRICT	FUNCTION NO.	BUDGET
11 Bronx	53-41655	$ 190,654
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
189	1-9	3
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
8	9	School Year, 8:40-3:00

The Strengthened Early childhood component of this program is designed to concentrate reading and mathematics services on small groups of children in grades 1 and 2 using innovative and varied methods and materials. The Project Inter-Remain component will provide supplemental remedial services in reading and mathematics to children in grades 3-9 who are unable to achieve in the regular school setting.

NONPUBLIC SCHOOL COMPONENT

DISTRICT	FUNCTION NO.	BUDGET
11 Bronx	53-41656	$ 14,194
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
35	3-6	1
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
1	-	School Year, 8:40-3:00

This is a reading remediation program for nonpublic school students. A reading specialist will prescribe for individual remediation based on diagnostic testing and consultation with the classroom teacher. The target children in St. Helena's will be scheduled for the Reading Improvement Center three periods a week with 5-8 students in a group at a time.

OPTIONAL ASSIGNMENT PROGRAMS

DISTRICT	FUNCTION NO.	BUDGET
11 Bronx	53-41681	$ 532,673
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
1215	1-9	7
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
17	35	School Year, 8:40-3:00

The Optional Assignment Program consists of four parts: (1) Reading Improvement Centers will be established in which a reading assistant will work with eligible children to improve reading competence, (2) An Upgrading Reading Through an Industrial Arts Experience program will provide industrial arts activities to provide motivation for follow-up reading activities, (3) A Mathematics Laboratories program will provide small-group instruction in a laboratory setting, (4) Bilingual Tutoring in Reading and Mathematics will be provided for pupils with limited English speaking ability.

ESEA TITLE I DECENTRALIZED DISTRICT PROGRAMS FOR SCHOOL YEAR 1973-74

FUNCTION NO.	PROGRAM		REVISED BUDGET AS OF JAN. 31, 1974
DISTRICT 12			
55-41651	Evaluation Cost	$	174,375
55-41653	Strengthening Early Childhood Pre-Reading/ Reading Program		2,076,725
55-41654	Bilingual/Bicultural Program		1,856,617
55-41655	Comprehensive Reading Program		1,693,510
55-41656	Mathematics Thinking Skills Development Program		670,668
55-41657	Communications		347,041
55-41658	Intensive Tutorial Program		272,153
55-41659	Nonpublic School		65,041
	Total Amount Budgeted	$	7,156,130

ESEA TITLE I DECENTRALIZED DISTRICT PROGRAMS FOR SUMMER 1973

55-41602	Evaluation Cost	$	28,006
55-41603	District Administrative Budget		20,227
55-41604	Summer Pre-School Child Development Program District 12		181,750
55-41605	Summer Bilingual Program		52,026
55-41606	An Integrated Summer School Vacation Day Camp		232,773
55-41607	Youth and the Sea Around Us		63,007
55-41608	Junior High School Summer Academy		106,071
55-41609	C. R. M. D. Workshop C.S. 150		5,328
55-41610	A Student-Teacher-Paraprofessional Training Program		233,513
	Total Amount Budgeted	$	922,701

STRENGTHENING EARLY CHILDHOOD READING PROGRAM

DISTRICT	FUNCTION NO.	BUDGET
12 Bronx	55-41653	$2,074,662
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
4,000	Kindergarten-Gr. 2	18
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
2	288	School Year, 8:40-3:00

This is a pre-reading program for linguistically deprived children who are entering kindergarten and first grade as well as for a selected number of second graders who do not show evidence of a year's growth in the basic tool subjects of reading and mathematics. Provisions for bilingual instruction and exposure have also been made. The program aims to obviate the need for future remedial instruction while continuing to provide appropriate developmental experiences for early grade children.

BILINGUAL-BICULTURAL PROGRAM

DISTRICT	FUNCTION NO.	BUDGET
12 Bronx	55-41654	$1,851,967
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
4,147	1-9	26
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
21	194	School Year, 8:40-3:00

A total population of 4147 students serviced by this component will participate in bilingual instructional activities and bicultural activities. The basic aim will be to use the child's first language as a bridge to understanding the second language - English, and hopefully increase the participant's achievement levels. Listening, speaking, writing and reading skill will be developed in both languages. Bilingual-bicultural activities will cut across all curriculum areas.

COMPREHENSIVE READING SKILLS CENTER

DISTRICT	FUNCTION NO.	BUDGET
12 Bronx	55-41655	$1,651,531
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
3,864	3-9	23
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
7	196	School Year, 8:40-3:00

This program incorporates a diagnostic, prescriptive, multi-media and evaluative approach to reading. On the basis of a student's present reading level, skill deficiencies and strengths, long-range reading goals will be established. This is an individualized system that permits one teacher-specialist and a paraprofessional to manage the learning activities of twenty students per hour.

MATHEMATICS THINKING SKILLS PROGRAM

DISTRICT	FUNCTION NO.	BUDGET
12 Bronx	55-41656	$1,651,531
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
1,566	3-9	25
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
8	83	School Year, 8:40-3:00

The target population receives remedial instruction in 25 Mathematics Thinking Skills Development Centers incorporating a wide variety of concrete meaningful experiences in mathematics where students can discover the meaning of numbers. Scientific topics are utilized as a motivational device.

COMMUNICATIONS

DISTRICT	FUNCTION NO.	BUDGET
12 Bronx	55-41657	$ 330,088
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
700	4-8	5
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
7	17	School Year, 8:40-3:00

This program is designed to motivate and improve reading skills through the encouragement and development of literacy using other communication media such as video-taping, slide making, movie making, etc. Such skills as critical viewing, comprehension, improved listening habits and self-expression will be developed.

INTENSIVE TUTORIAL PROGRAM

DISTRICT	FUNCTION NO.	BUDGET
12 Bronx	55-41658	$ 283,746
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
350	1-7	21
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
1	37	School Year 8:40-3:00

This is a program designed for 350 students who are severely retarded in reading and mathematics. These students require individualized instruction on a one-to-one basis as well as educational guidance. The program aims to overcome students' severe reading and mathematics difficulties by means of an instructional-guidance approach involving the pupil and the family.

NONPUBLIC SCHOOL

DISTRICT	FUNCTION NO.	BUDGET
12 Bronx	55-41659	$ 65,041
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
500	2-6	5
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
-	9	School Year 8:40-3:00

Educational Assistants will provide individualized and small-group instruction in reading, mathematics, speech and English as a second language. All assigned paraprofessionals will come under the direct supervision of the central teachers assigned and will service only those students identified as Title I eligible. In-service training will be provided by central teachers and heads of schools.

ESEA TITLE I DECENTRALIZED DISTRICT PROGRAMS FOR SCHOOL YEAR 1973-74

FUNCTION NO.	PROGRAM	REVISED BUDGET AS OF JAN. 31, 1974
DISTRICT 13		
57-41652	Community Resource Team - Evaluation	$ 111,819
57-41653	Reading Program	3,141,858
57-41654	Mathematics Program	995,121
57-41655	Nonpublic School Corrective Reading Program	135,600
	Total Amount Budgeted	$ 4,384,398

ESEA TITLE I DECENTRALIZED DISTRICT PROGRAMS FOR SUMMER 1973

57-41601	Community ResourceTeam-Evaluation	$ 18,782
57-41603	District Administrative Budget	5,471
57-41604	Reading and Mathematics Foundation Program	87,579
57-41605	Reading and Mathematics in Arts and Communication	239,972
	Total Amount Budgeted	$ 351,804

READING PROGRAM

DISTRICT	FUNCTION NO.	BUDGET
13 Brooklyn	57-41653	$3,073,209
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
5,768	Pre-Kindergarten-7	22
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
47	309	School Year, 8:40-3:00

The District 13 Reading Program is diagnostic/prescriptive. Instruction will be provided to small groups of from two to six children by paraprofessionals who work under the guidance of specialized teachers. Individualized prescriptions for each child in the program will be developed. In-service training for reading aides will include weekly workshops, in-class supervision and joint planning and review of written lesson plans required of all reading aides.

MATHEMATICS PROGRAM

DISTRICT	FUNCTION NO.	BUDGET
13 Brooklyn	57-41654	$ 995,121
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
2,343	3-7	22
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
27	63	School Year,8:40-3:00

The Mathematics Program is diagnostic/prescriptive. It includes extensive use of concrete materials. Instruction will be provided to small groups of from four to ten children by resource teachers and paraprofessionals. There will be an emphasis upon enlisting the leadership resources of principals as the primary agents of successful implementation. In-service training for mathematics aides will be scheduled on a regular basis.

NONPUBLIC SCHOOL CORRECTIVE READING

DISTRICT	FUNCTION NO.	BUDGET
13 Brooklyn	57-41655	$ 135,600
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
360	1-6	6
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
8	-	School Year, 8:40-3:00

The nonpublic school Corrective Reading Program is diagnostic/prescriptive. Instruction is provided to small groups of children on a daily basis by specialized reading teachers using a variety of approaches, depending on the diagnosed needs of the children. The teachers will attend a series of workshops for in-service training.

ESEA TITLE I DECENTRALIZED DISTRICT PROGRAMS FOR SCHOOL YEAR 1973-74

DISTRICT 14

FUNCTION NO.	PROGRAM	REVISED BUDGET AS OF JAN. 31, 1974
59-41651	Evaluation Cost	$ 119,221
59-41652	Pre-Kindergarten	626,023
59-41653	Distar Program	1,921,081
59-41654	Diagnostic Reading Program	1,028,389
59-41655	Elementary Mathematics Program	485,460
59-41657	Bilingual Program	194,221
59-41658	Nonpublic School	176,236
59-41659	Alternative School Basic Skills Program (Modification 2)	86,090
	Total Amount Budgeted	$ 4,636,721

ESEA TITLE I DECENTRALIZED DISTRICT PROGRAMS FOR SUMMER 1973

59-41602	Evaluation Cost	$ 10,166
59-41603	District Administrative Budget	7,718
59-41604	Summer Day Elementary School	196,705
59-41605	Operation Learning	41,635
	Total Amount Budgeted	$ 256,224

PRE-KINDERGARTEN PROGRAM

DISTRICT	FUNCTION NO.	BUDGET
14 Brooklyn	59-41652	$ 626,023
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
507	Pre-Kindergarten	16
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
17	16	School Year, 8:40-3:00

This program is designed to provide the necessary experiences which will facilitate and assure a continuum of growth in a formal reading readiness program by providing the experiential and linguistic skill so necessary to educational growth. Each of the 16 schools will organize 2 separate classes of approximately 15 children in an A. M. and P. M. session, each session 3 hours in duration. The program will be supervised by a coordinator on a full-time basis who will be responsible for the instructional program.

DISTAR PROGRAM

DISTRICT	FUNCTION NO.	BUDGET
14 Brooklyn	59-41653	$1,921,081
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
4,145	Kindergarten-Gr. 2	21
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
15	226	School Year, 8:40-3:00

The Distar Program is a highly structured, sequentially developed reading and language skills program implemented in grades K-2 in the district's eligible Title I schools. The program utilizes teams of resource teachers and paraprofessionals to implement a small-group teaching situation in classes with eligible pupils. Inherent to the success of the program is its effectiveness in involving students in a program in which their successful participation is almost guaranteed.

DIAGNOSTIC READING PROGRAM

DISTRICT	FUNCTION NO.	BUDGET
14 Brooklyn	59-41654	$1,028,389
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
2,165	4-6	21
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
25	50	School Year, 8:40-3:00

This program is designed to provide a diagnostic-prescriptive reading skills program for eligible pupils in grades 4-6 in the district's Title I schools. Diagnosis is implemented via a district designed diagnostic inventory of reading skills. Small group and/or individual instruction is provided by reading teachers assisted by paraprofessional assistants who teach skills and prescribe practice materials for pupils in the various reading skill areas.

ELEMENTARY MATHEMATICS PROGRAM

DISTRICT	FUNCTION NO.	BUDGET
14 Brooklyn	59-41655	$ 485,460
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
935	2-4	21
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
16	-	School Year, 8:40-3:00

The elementary mathematics program in District 14 provides a program of remediation in basic mathematics skills for eligible pupils in grades 2, 3, and 4. The program utilizes a diagnostic/prescriptive approach to mathematics remediation in a small-group setting. The program concentrates on providing participating pupils with the basic mathematics skills such as addition, subtraction, multiplication and division. However, it also stresses the acquisition of important mathematics concepts such as quantity, size and place.

BILINGUAL PROGRAM

DISTRICT	FUNCTION NO.	BUDGET
14 Brooklyn	59-41657	$ 194,221
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
435	1-5	6
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
6	6	School Year, 8:40-3:00

This program is designed to provide those pupils whose dominant language is not English with the language skill necessary to their success in basic reading and mathematics programs. Pupils receive instruction daily from bilingual teachers and paraprofessional assistants in a small-group setting. After-school training sessions will be implemented for professionals and paraprofessionals in the program.

NONPUBLIC SCHOOL

DISTRICT	FUNCTION NO.	BUDGET
14 Brooklyn	59-41658	$ 182,964
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
810	Kindergarten-Gr. 3	12
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
1	30	School Year, 8:40-3:00

This program is designed to provide a highly structured, sequentially developed reading and language skills program for Title I eligible pupils in twelve nonpublic schools. Paraprofessionals are utilized to provide an intensive small-group instructional setting based upon pupils' specific instruction needs. A full-time teacher-coordinator will supervise and train the educational assistants assigned to the program.

ESEA TITLE I DECENTRALIZED DISTRICT PROGRAMS FOR SCHOOL YEAR 1973-74

FUNCTION NO.	PROGRAM	REVISED BUDGET AS OF JAN. 31, 1974
DISTRICT 15		
61-41651	Evaluation Cost	$ 72,096
61-41653	Services to Early Elementary Children	2,188,202
61-41654	Bilingual/Bicultural Program	437,199
61-41655	Distar Reading Program	246,902
61-41656	High Impact Community School	858,409
61-41657	Remedial Mathematics Program	154,490
61-41658	Remedial Reading Laboratory P. S. 169	49,304
61-41659	Prescriptive Reading Laboratory	28,785
61-41660	Project Improve	70,681
61-41661	Project Read	146,907
61-41681	Optional Assignment	35,195
61-41663	Nonpublic Schools (Modification 1)	88,568
61-41664	Extension of Reading Through Bus Trips (Modification 1)	22,604
	Total Amount Budgeted	$ 4,399,342

ESEA TITLE I DECENTRALIZED DISTRICT PROGRAMS FOR SUMMER 1973

61-41602	Evaluation Cost	$ 9,400
61-41603	District Administrative Budget	9,179
61-41604	Pre-School	54,161
61-41605	Summer Day Elementary School	127,726
61-41606	Summer Day Later Elementary School	137,063
61-41607	Summer Day I. S. / J. H. S.	86,216
	Total Amount Budgeted	$ 423,745

SERVICES TO EARLY ELEMENTARY CHILDREN

DISTRICT	FUNCTION NO.	BUDGET
15 Brooklyn	61-41653	$2,188,202
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
3,600	Kindergarten-Gr. 2	18
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
47	188	School Year, 8:40-3:00

This program concentrates on providing in-depth services to develop reading and mathematics readiness skills and remediation to those children deemed most educationally disadvantaged. The services of teachers and educational assistants are geared exclusively to providing remediation in these two areas to target children in order to supplement the basic tax levy services. Both teachers and educational assistants work with individual and small groups of target children using special materials.

BILINGUAL-BICULTURAL PROGRAM

DISTRICT	FUNCTION NO.	BUDGET
15 Brooklyn	61-41654	$ 437,199
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
450	Kindergarten-Gr. 2	6
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
15	15	School Year, 8:40-3:00

A resource Center and "Mini-School" has been established at P.S. 1 to be the core of the District 15 Bilingual Program. There are also five satellite schools with two bilingual cluster teachers in grades 1 and 2. Title I teachers, assisted by educational assistants, will supplement the basic instructional program by providing intensive bilingual instruction in reading and mathematics in the students' predominant language (Spanish). In addition, intensive skills to develop English as a second language will be taught. The project coordinator is responsible for the overall implementation of this program.

DISTAR READING PROGRAM

DISTRICT	FUNCTION NO.	BUDGET
15 Brooklyn	61-41655	$ 246,902
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
860	Kindergarten-Gr. 3	11
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
1	26	School Year, 8:40-3:00

The Distar program is comprised of a highly structured course of study that highlights a sequential development of language arts and reading skills. It includes daily structured lessons that build upon the skills learned in previous lessons. A project coordinator oversees the implementation of this program and provides training for the educational assistants. Distar materials are published by Science Research Associates (SRA). disturbed children.

HIGH IMPACT COMMUNITY SCHOOL

DISTRICT	FUNCTION NO.	BUDGET
15 Brooklyn	61-41656	$ 858,409
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
860	Kindergarten-Gr. 6	2
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
36	25	School Year, 8:40-3:00

This program provides for small-group instruction for large numbers of target children residing in the Red Hook community. Teachers and educational assistants work with small groups of target children providing remediation in reading and mathematics on an ongoing basis. Additional supportive services are provided for target children by a psychologist and two guidance counselors. These services are geared exclusively to overcoming severe reading and mathematics deficiencies prevalent among emotionally disturbed children.

REMEDIAL MATHEMATICS LABORATORY PROGRAM

DISTRICT	FUNCTION NO.	BUDGET
15 Brooklyn	61-41657	$ 154,490
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
360	3-6	4
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
4	8	School Year, 8:40-3:00

This laboratory was established to provide special incentives for the development of mathematics skills in the elementary school. It is equipped with both hardware and software. Pupils will be exposed to such materials as scales, geoboards, cuisenaire rods, mirror cards, etc. Desk calculators will be used to develop computational skills. The specialized equipment will help make it possible for the student to find his own strengths and weaknesses.

REMEDIAL READING LABORATORY PROGRAM

DISTRICT	FUNCTION NO.	BUDGET
15 Brooklyn	61-41658	$ 49,304
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
120	3-5	1
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
2	1	School Year, 8:40-3:00

The Remedial Reading Program is a continuation of the recently established McGraw-Hill EDL Program utilizing the "Listen, Look, Learn" approach. It provides interlocking, interdependent materials and procedures designed to facilitate specific learning. The specialized equipment and materials will make it possible for the student to find his own strengths and weaknesses and improve his performance at his own rate. The program is designed for children with severe reading deficiencies.

PRESCRIPTIVE READING LABORATORY PROGRAM

DISTRICT	FUNCTION NO.	BUDGET
15 Brooklyn	61-41659	$ 28,785
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
90	3-6	1
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
1	1	School Year, 8:40-3:00

This is a diagnostic-prescriptive program designed to provide individualization in reading remediation for target children. As a child's deficiencies are diagnosed, learning material keyed to overcoming that deficiency is utilized. As each student has a personal prescriptive chart, remediation can be accomplished. The teacher organizes plans and provides instruction and direction in the Reading Laboratory and assists the paraprofessional in planning activities that reinforce childrens' learning.

PROJECT IMPROVE

DISTRICT	FUNCTION NO.	BUDGET
15 Brooklyn	61-41660	$ 70,681
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
180	6-8	2
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
2	4	School Year, 8:40-3:00

This program is a continuation of the EDL Multi-Media Remedial Reading Laboratory specifically geared to remediation on the adolescent level for target children with severe reading deficiencies. It involves four major interlocking components from reading readiness through grade 6, using the Learning 100 Series. Learning 100 is a communication skills system created especially for adolescents. It is organized into cycles of instruction which reinforce learning through a carefully planned sequence of activities.

PROJECT READ

DISTRICT	FUNCTION NO.	BUDGET
15 Brooklyn	61-41661	$ 146,907
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
750	6-8	2
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
-	21	School Year, 8:40-3:00

This program utilizes Project Read programmed materials, a highly structured program designed for those students who experience severe difficulty in basic reading skills. Pupils are given a placement test at the beginning of the program and are assigned to a definite level of a programmed workbook on the basis of this test. The pupils then proceed from level to level according to their success in mastering the work assigned. The material for this program as well as on-going staff training is provided by Behavioral Research Laboratories.

OPTIONAL ASSIGNMENT REMEDIAL READING LABORATORY

DISTRICT	FUNCTION NO.	BUDGET
15 Brooklyn	61-41681	$ 35,195
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
70	3-5	1
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
1	2	School Year, 8:40-3:00

This is a remedial reading program for optional assignment target children with severe reading deficiencies using E. D. L. materials and equipment from McGraw Hill. The "Listen, Look, Learn" system is utilized, providing interlocking, interdependent materials and procedures designed to facilitate the accomplishment of specific learning. On-going training will be provided by the E. D. L. Laboratories for optimum use of the laboratories.

ESEA TITLE I DECENTRALIZED DISTRICT PROGRAMS FOR SCHOOL YEAR 1973-74

FUNCTION NO.	PROGRAM	REVISED BUDGET AS OF JAN. 31, 1974
DISTRICT 16		
63-41651	Evaluation Cost	$ 112,576
63-41652	Strengthening Early Childhood	2,223,270
63-41653	District School for Children with Learning Difficulties	172,399
63-41654	Diagnostic and Remedial Reading Laboratory	171,488
63-41655	John Steptoe Comprehensive Library	247,895
63-41656	Corrective Reading Teachers	704,841
63-41657	Family Assistants Assigned to Reading Related Services (Modification 1)	199,925
63-41658	Nonpublic School (Modification 2)	34,299
	Total Amount Budgeted	$ 3,866,693

ESEA TITLE I DECENTRALIZED DISTRICT PROGRAMS FOR SUMMER 1973

63-41602	Evaluation Cost	$ 13,024
63-41603	District Administrative Budget	10,028
63-41604	Summer Sleep Away Camp	272,695
63-41605	Learning Can Be Fun	98,038
	Total Amount Budgeted	$ 393,785

STRENGTHENED EARLY CHILDHOOD

DISTRICT	FUNCTION NO.	BUDGET
16, Brooklyn	63-41652	$2,221,574
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
3,270	Pre-Kindergarten-Gr. 2	12
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
23	218	School Year, 8:40-3:00

This program is designed to develop skills in the areas of reading and languages arts. Working closely with an early childhood resource teacher, educational assistants will assist in providing small-group individual instruction. A daily pre-kindergarten curriculum is incorporated into this component. A resource teacher in each school will be assigned to coordinate children's activities, and will conduct parent workshops..

DISTRICT SCHOOL FOR CHILDREN WITH LEARNING DIFFICULTIES

DISTRICT	FUNCTION NO.	BUDGET
16, Brooklyn	63-41653	$ 172,399
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
180	1-3	1
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
35	13	School Year, 8:40-3:00

This program is designed to provide a realistic approach to the problem of the young child who experiences difficulty in adjusting to school in a normal class setting. Each class with a maximum register of 15 includes a flexible curriculum, emphasizing basic skill instruction in reading. A psychological and social service team consisting of a psychologist and a guidance counselor will provide individual and group counseling, diagnosis, and follow-up measures.

DIAGNOSTIC AND REMEDIAL LEARNING LABORATORY

DISTRICT	FUNCTION NO.	BUDGET
16 Brooklyn	63-41654	$ 171,488
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
180	2,3	12
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
5	5	School Year, 8:40-3:00

This program is designed to improve the reading skills of 180 selected elementary pupils in grades 2 and 3 who are experiencing perceptual learning difficulties. Their language disabilities will be diagnosed and remediated. A psychological and educational team approach will be used to carry out activities centered around a reading laboratory. Professional and paraprofessional personnel will be assigned including a social worker and a psychologist.

JOHN STEPTOE COMPREHENSIVE LIBRARY

DISTRICT	FUNCTION NO.	BUDGET
16 Brooklyn	63-41655	$ 247,895
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
620	1-9	15
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
2	27	School Year, 8:40-3:00

The Comprehensive Library Program serves 620 elementary and junior high school students in grades one through nine. Pupils travel to the library center once a week for special instruction under a teacher of library assisted by an educational assistant. The program aims to improve reading skills through the use of library books, audio-visual and multi-media supplies used in related curriculum activities.

CORRECTIVE READING TEACHERS

DISTRICT	FUNCTION NO.	BUDGET
16 Brooklyn	63-41656	$ 704,841
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
1,664	5,6	13
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
13	52	School Year, 8:40-3:00

This program is designed to increase the reading skills of fifth and sixth grade pupils. Selected pupils are grouped according to specific reading disabilities and will participate in independent and small-group reading activities. All assigned project staff will participate in pre-and in-service training programs to familiarize them with specific reading techniques, materials, evaluation techniques and anecdotal and other record systems.

FAMILY ASSISTANTS ASSIGNED TO READING RELATED SERVICES

DISTRICT	FUNCTION NO.	BUDGET
16 Brooklyn	63-41657	$ 199,925
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
408	3-9	15
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
-	34	School Year, 8:40-3:00

This program is designed to improve the academic achievement of the target group in the areas of reading, mathematics and bilingual education. Family assistants will be assigned to work in the school and in the homes under the supervision of teachers and guidance counselors. They will work intensively with pupils whose academic achievement is negatively affected by school-home related problems. When and where feasible, reinforcement and supportive instructional activities will be offered in the home and school.

NONPUBLIC SCHOOL COMPONENT

DISTRICT	FUNCTION NO.	BUDGET
16 Brooklyn	63-41658	$ 34,299
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
158	1-12	5
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
-	11	Feb.-June, 8:40-3:00

This component is designed to provide educational assistants to work in the classroom in support of city-wide directed programs to aid teacher specialists in the areas of corrective reading, corrective mathematics and English as a second language. They will serve selected Title I eligible students in nonpublic schools within District 16. These paraprofessionals will work under the direction of the city-wide Title I specialist teacher.

ESEA TITLE I DECENTRALIZED DISTRICT PROGRAMS FOR SCHOOL YEAR 1973-74

DISTRICT 17

FUNCTION NO.	PROGRAM	REVISED BUDGET AS OF JAN. 31, 1974
65-41651	Evaluation Cost	$ 83,432
65-41652	Academic Improvement Up-Grading Reading Grades 3-7	2,591,938
65-41653	Academic Improvement Up-Grading Mathematics Grades 3-8	570,145
65-41654	Academic Improvement-Kindergarten, Grades 1 and 2	1,400,399
65-41657	Nonpublic Schools Pupils (Modification 1)	82,398
65-41658	Academic Improvement Program for Non-English Speaking Pupils (Modification 3)	101,214
	Total Amount Budgeted	$ 4,829,526

ESEA TITLE I DECENTRALIZED DISTRICT PROGRAMS FOR SUMMER 1973

NO SUMMER 1973 PROGRAMS
FOR DISTRICT 17

ACADEMIC IMPROVEMENT-UPGRADING READING IN GRADES 3-7

DISTRICT	FUNCTION NO.	BUDGET
17 Brooklyn	65-41652	$2,588,996
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
4,755	3-7	16
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
37	76	School Year, 8:40-3:00

The purpose of this program is to upgrade the reading achievement of educationally disadvantaged pupils in grades 3 through 7. Reading resource teachers will be assigned to work with small groups of from 10 to 15 pupils for a 45-minute period of instruction, 3 to 5 times a week. Pupils will be trained to work on their own reading level at their own pace in order to correct specific diagnosed reading deficiencies.

ACADEMIC IMPROVEMENT-UPGRADING MATHEMATICS IN GRADES 3-8

DISTRICT	FUNCTION NO.	BUDGET
17 Brooklyn	65-41653	$ 571,335
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
1,224	3-8	11
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
8	20	School Year, 8:40-3:00

The purpose of this program is to upgrade mathematical achievement of educationally disadvantaged pupils in grades 3 through 8. A mathematics resource teacher will work with the students to overcome their diagnosed mathematics deficiencies through the use of concrete manipulative materials. Each student will work at his own level and at his own pace to correct his specific mathematics weaknesses. The mathematics resource teacher and educational assistant will work in the regular classroom of the project participants, during the regular mathematics period.

ACADEMIC IMPROVEMENT IN KINDERGARTEN AND GRADES 1 AND 2

DISTRICT	FUNCTION NO.	BUDGET
17 Brooklyn	65-41654	$1,402,151
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
2,780	Kindergarten-Gr. 2	13
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
13	110	School Year, 8:40-3:00

The purpose of this program is to upgrade reading and mathematics achievement in the early elementary grades. Early childhood resource teachers will coordinate the program activities, assist in the planning of curriculum and classroom activities and provide staff training. The children will engage in a variety of activities geared to motivating them to read. Educational assistants will assist in giving small-group and individualized reading and mathematics instruction.

PROGRAM FOR NONPUBLIC SCHOOL PUPILS

DISTRICT	FUNCTION NO.	BUDGET
17 Brooklyn	65-41657	$ 78,408
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
334	1-12	7
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
11	24	School Year, 8:40-3:00 and 3:00-5:00

This component is designed to improve reading, mathematics and the ability to speak, read and write English as a second language. Nonpublic school children who will participate in this program will reside in a Title I attendance area and meet the eligibility criteria. Reading materials and supplies will be used to individualize instruction based on pupils' ability and interest level. Educational assistants will be employed to work under the direct supervision of a reading teacher to further individualize reading instruction.

ESEA TITLE I DECENTRALIZED DISTRICT PROGRAMS FOR SCHOOL YEAR 1973-74

FUNCTION NO.	PROGRAM	REVISED BUDGET AS OF JAN. 31, 1974
DISTRICT 18		
67-41651	Evaluation Cost	$ 18,580
67-41653	Diagnostic Reading Center	194,807
67-41654	Diagnostic Remedial Mathematics Centers	297,747
67-41655	Small-Group Instruction Centers	612,706
67-41656	Step Ahead	29,936
67-41681	Optional Assignment	213,320
	Total Amount Budgeted	$ 1,367,096

ESEA TITLE I DECENTRALIZED DISTRICT PROGRAMS FOR SUMMER 1973

67-41602	Evaluation Cost	$ 5,798
67-41603	District Administrative Budget	4,160
67-41604	Headstart	15,145
67-41605	Instruction in Reading and Mathematics	135,974
67-41606	Junior High School Academies	82,297
	Total Amount Budgeted	$ 243,374

DIAGNOSTIC READING CENTERS

DISTRICT	FUNCTION NO.	BUDGET
18 Brooklyn	67-41653	$ 192,842
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
375	2-6	5
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
5	10	School Year, 8:40-3:00

The Diagnostic Reading Centers operate in five Title I Elementary Schools. Small groups of children are serviced daily to help them acquire increased vocabulary and comprehension skills. The low adult-pupil ratio allows for maximum individualization of instruction. The district reading coordinator holds weekly training sessions for teachers and paraprofessionals in the program in addition to an intensive week-long session instituted prior to the inception of the program.

DIAGNOSTIC-REMEDIAL MATHEMATICS CENTERS

DISTRICT	FUNCTION NO.	BUDGET
18 Brooklyn	67-41654	$ 297,747
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
1,200	2-9	7
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
9	16	School Year, 8:40-3:00

The Diagnostic Remedial Mathematics Program will provide participating students with increased acquisition of mathematics concepts and computational skills. The program focuses on the diagnosis of student skills and individualization of instruction using mathematics laboratory activities. Extensive use will be made of manipulative materials. Pupils will be programmed one period per day five days per week for maximum concentration of effort.

SMALL-GROUP INSTRUCTION CENTERS

DISTRICT	FUNCTION NO.	BUDGET
18 Brooklyn	67-41655	$ 612,370
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
1,260	1-9	7
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
8	65	School Year, 8:40-3:00

Participating students will acquire increased reading and mathematics skills. The stress in the program is on supplementing small-group activities with maximum individualized attention. A variety of approaches will be incorporated into the program. Distar, Open Court, Alpha and Grafflex Reading Programs will be utilized.

STEP AHEAD

DISTRICT	FUNCTION NO.	BUDGET
18 Brooklyn	67-41656	$ 29,936
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
30	1-3	1
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
1	2	School Year; 8:40-3:00

This program is designed to provide a solid foundation in reading and mathematics by providing a stimulating educational environment to functionally retarded children who can not handle themselves in a regular class situation but do not belong in a CRMD group. A social worker and a psychologist (half-time) will provide services exclusively to this program. The psychologist will be responsible for staff development and ongoing evaluations of childrens' progress.

OPTIONAL ASSIGNMENT PROGRAM

DISTRICT	FUNCTION NO.	BUDGET
18 Brooklyn	67-41681	$ 211,886
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
266	1-9	7
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
7	13	School Year, 8:40-3:00

This program is designed to improve the skills of reading and mathematics for eligible children from Bedford Stuyvesant, Brownsville and East New York attending District 18 schools under the Optional Assignment Program. The program provides services at diagnostic reading centers and small-group instruction centers. A wide variety of equipment and audio-visual material will be available to motivate the children and provide new ways for them to learn. Paraprofessionals will work in the centers directly with the teachers and the students according to the individual program planned for each child.

ESEA TITLE I DECENTRALIZED DISTRICT PROGRAMS FOR SCHOOL YEAR 1973-74

FUNCTION NO.	PROGRAM	REVISED BUDGET AS OF JAN. 31, 1974
DISTRICT 19		
69-41651	Evaluation Cost	$ 100,409
69-41652	Pre-Kindergarten Program	285,323
69-41653	Bilingual Education Program	821,064
69-41654	Strengthening Early Childhood in Reading and Mathematics	2,452,534
69-41655	Program for Reading Development	1,369,644
69-41656	Operation Mathematics Success	590,563
	Total Amount Budgeted	$ 5,619,537

ESEA TITLE I DECENTRALIZED DISTRICT PROGRAMS FOR SUMMER 1973

69-41602	Evaluation Cost	$ 4,360
69-41603	District Administrative Budget	14,963
69-41604	Headstart	77,439
69-41605	Summer Day Elementary School	232,529
	Total Amount Budgeted	$ 329,291

PRE-KINDERGARTEN PROGRAM

DISTRICT	FUNCTION NO.	BUDGET
19 Brooklyn	69-41652	$ 100,409
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
264	Pre-Kindergarten	6
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
6	12	School Year, 8:40-3:00

This program will provide the opportunity for academic achievement in reading and mathematics for pre-school age children. The program will develop the ability to use both language and mathematics functionally, through first-hand experiences and exposure to multi-media materials and equipment that have a multi-sensory appeal. Children will utilize the art, science and house-keeping areas, and participate in activities involving block-building, sand play, water, music, movement and a listening center.

BILINGUAL EDUCATION PROGRAM

DISTRICT	FUNCTION NO.	BUDGET
19 Brooklyn	69-41653	$ 821,064
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
1,920	1-9	18
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
35	18	School Year, 8:40-3:00

This program is one which utilizes the full-time services of a bilingual team consisting of a bilingual educational assistant, a bilingual teacher, and a teacher of English as a second language (TESL) in order to service those students for whom English is a second language. In addition, dual language services for the students will be provided by the bilingual teacher. The emphasis will be on bilingaul education, language development, and knowledge of cultural heritage. The development of English-Spanish bilingualism is built into this program so that almost every activity will eventually entail the use of both languages.

STRENGTHENING EARLY CHILDHOOD IN READING AND MATHEMATICS

DISTRICT	FUNCTION NO.	BUDGET
19 Brooklyn	69-41654	$2,452,534
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
3,000	Kindergarten-Gr. 2	17
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
49	226	School Year, 8:40-3:00

This program is designed to develop the requisite skills for success in reading and mathematics on an increasingly difficult level as the child progresses from kindergarten through second grade. The pupil participants will be exposed to a specialized curriculum in reading and mathematics for three to four periods which is a major segment of the school day. The students will then be involved with the regular classroom activities in science, art, music and helath education.

PROGRAM FOR READING DEVELOPMENT

DISTRICT	FUNCTION NO.	BUDGET
19 Brooklyn	69-41655	$1,369,644
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
1,950	3-9	22
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
34	80	School Year, 8:40-3:00

This program will utilize reading specialists and educational assistants who will be employed in all District 19 Title I schools. Teachers and paraprofessionals will work with four groups of children per day, reserving time for diagnostic-prescriptive individual instruction, teacher conferences, teacher training and diagnostic testing. The reading specialist will assist the classroom teacher in planning for the carrying out of recommendations for correction of reading difficulties. A library aide (educational assistant) will service students in small-group or individual instruction.

OPERATION MATHEMATICS SUCCESS

DISTRICT	FUNCTION NO.	BUDGET
19 Brooklyn	69-41656	$ 590,563
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
1,275	3-4	17
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
16	34	School Year, 8:40-3:00

This program is designed to improve mathematics skills for third and fourth grade children who have exhibited marked deficiencies in this area. The program will provide a curriculum based on basic computational skills and problem solving techniques for the upgrading of student achievement to grade level. The special mathematics teacher will work with small groups of from 10 to 15 children for 45 minutes four times a week. Paraprofessionals will assist the teacher in working with small groups and individual children.

ESEA TITLE I DECENTRALIZED DISTRICT PROGRAMS FOR SCHOOL YEAR 1973-74

FUNCTION NO.	PROGRAM	REVISED BUDGET AS OF JAN. 31, 1974
DISTRICT 20		
71-41651	Evaluation Cost	$ 19,855
71-41652	Strengthening Early Childhood	459,625
71-41653	Teaching English as a Second Language	169,746
71-41654	Program for Reading Success	316,309
71-41655	Mathematics Success	158,258
71-41681	Optional Assignment (Modification 1)	246 511
71-41656	Paraprofessional Supportive Services to Nonpublic School Children (Modification 2)	19,977
	Total Amount Budgeted	$ 1,390,281

ESEA TITLE I DECENTRALIZED DISTRICT PROGRAMS FOR SUMMER 1973

71-41602	Evaluation Cost	$ 3,000
71-41603	District Administrative Budget	3,560
71-41604	Summer Day Elementary School	73,028
71-41605	Early Learning Centers	56,060
71-41606	Junior High School Program	41,572
	Total Amount Budgeted	$ 177,220

STRENGTHENING EARLY CHILDHOOD

DISTRICT	FUNCTION NO.	BUDGET
20 Brooklyn	71-41652	$ 523,345
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
1,140	Kindergarten-Gr. 2	4
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
14	31	School Year, 8:40-3:00

This program is designed to develop the requisite skills for success in reading and mathematics on an increasingly difficult level as the child progresses from kindergarten through second grade. In addition there will be a bilingual component in which all subject matter will be taught in Spanish and English. Teachers of English as a second language will meet 5 groups of pupils per day for 45-minute periods, concentrating on the areas of reading and mathematics.

TEACHING ENGLISH AS A SECOND LANGUAGE

DISTRICT	FUNCTION NO.	BUDGET
20 Brooklyn	71-41653	$ 159,365
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
400	3-9	4
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
7	-	School Year, 8:40-3:00

This program utilizes the full time services of ESL teachers, in order to service those students for whom English is a second language. The emphasis of the program will be in the areas of reading and mathematics. Pupils will be grouped homogeneously according to scores on the Language Fluency Test. They will not be grouped according to native language.

PROGRAM FOR READING SUCCESS

DISTRICT	**FUNCTION NO.**	**BUDGET**
20 Brooklyn	71-41654	$ 291,807
PARTICIPANTS	**GRADE LEVEL**	**NO. OF SCHOOLS**
480	3-9	6
PROFESSIONALS	**PARAPROFESSIONALS**	**TIME OF OPERATION**
10	6	School Year, 8:40-3:00

This program will utilize reading teachers who will work with five groups of children per day, reserving time for individual instruction, teacher training and diagnostic testing. The reading teacher will assist the classroom teacher in planning for the carrying out of recommendations for correction of reading difficulties. The goal of the program is to develop adequate word attack skills, to increase vocabulary and develop comprehension skills.

MATHEMATICS SUCCESS

DISTRICT	**FUNCTION NO.**	**BUDGET**
20 Brooklyn	71-41655	$ 122,125
PARTICIPANTS	**GRADE LEVEL**	**NO. OF SCHOOLS**
240	3,4	4
PROFESSIONALS	**PARAPROFESSIONALS**	**TIME OF OPERATION**
4	4	School Year, 8:40-3:00

The mathematics teacher works with five groups of third and fourth grade children for 45 minutes a day, at least four times per week. During these periods the teacher will give small-group diagnostic-prescriptive instruction, geared towards correcting the students' deficiencies in mathematics. Additional periods will be reserved for individual instruction, diagnostic testing, administration and teacher training. The classroom will utilize a laboratory setting.

ESEA TITLE I DECENTRALIZED DISTRICT PROGRAMS FOR SCHOOL YEAR 1973-74

FUNCTION NO.	PROGRAM	REVISED BUDGET AS OF JAN. 31, 1974
DISTRICT 21		
73-41651	Evaluation Cost	$ 29,015
73-41653	Strengthening Early Childhood	398,830
73-41654	Augmented Services	502,983
73-41655	Optional Assignment	367,108
73-41656	Nonpublic Schools (Modification 2)	16,097
	Total Amount Budgeted	$ 1,314,033

ESEA TITLE I DECENTRALIZED DISTRICT PROGRAMS FOR SUMMER 1973

73-41602	Evaluation Cost	$ 4,800
73-41603	District Administrative Budget	2,129
73-41604	Early Childhood	37,637
73-41605	Summer Day Elementary	38,470
	Total Amount Budgeted	$ 83,036

STRENGTHENED EARLY CHILDHOOD

DISTRICT	FUNCTION NO.	BUDGET
21 Brooklyn	73-41653	$ 396,706
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
694	1,2	4
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
13	15	School Year, 8:40-3:00

This program is designed for the remediation of reading problems of eligible first and second year pupils. Reading teachers and paraprofessionals work with individual or small groups of target children with programmed learning materials, workbooks, games and audio-visual materials using a multi-media, multi-sensory approach.

AUGMENTED SERVICES

DISTRICT	FUNCTION NO.	BUDGET
21 Brooklyn	73-41654	$ 476,048
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
930	3-9	6
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
13	27	School Year, 8:40-3:00

A learning team including teachers, supportive personnel, and paraprofessionals will vitalize the instructional program in reading for eligible target participants. Prescriptive lesson plans will be made for individual pupils to meet previously diagnosed needs. Educational assistants and family workers will reinforce and expand the reading skills on an individual or small-group basis.

OPTIONAL ASSIGNMENT

DISTRICT	FUNCTION NO.	BUDGET
21 Brooklyn	73-41655	$ 340,191
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
821	2-9	17
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
6	35	School Year, 8:40-3:00

The Optional Assignment component provides a concentration of services for those educationally disadvantaged children residing in a target area, who attend District 21 schools. Teachers, educational assistants, and family workers use multi-media, multisensory techniques and materials to provide prescriptive remediation in reading. Staff builds upon the learning styles and inherent strengths of the target population to develop reading skills.

NONPUBLIC SCHOOL COMPONENT

DISTRICT	FUNCTION NO.	BUDGET
21 Brooklyn	73-41656	$ 340,191
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
244	1-9	3
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
-	7	Dec.-June, 8:40-3:00

Selected eligible Title I pupils at Yeshiva Sharei Zedek, Our Lady of Solace, and Yeshiva Karlin Stolin will participate in this program. Educational assistants and/or teacher aides will be assigned to each of the schools to provide individual and small-group instruction to these pupils. They will work under the direct supervision of Title I teachers assigned there to implement Central Board of Education Nonpublic school programs. There will be ongoing evaluation and planning between the teachers and the paraprofessionals to insure that the activities provided for the pupils develop and reinforce diagnosed needs.

ESEA TITLE I DECENTRALIZED DISTRICT PROGRAMS FOR SCHOOL YEAR 1973-74

DISTRICT 22

FUNCTION NO.	PROGRAM	REVISED BUDGET AS OF JAN. 31, 1974
75-41651	Evaluation Cost	$ 6,689
75-41681	Optional Assignment-Reading Skills Center	435,802
75-41652	P.S. 269 Reading and Mathematics Program (Modification 1)	142,725
	Total Amount Budgeted	$ 585,216

ESEA TITLE I DECENTRALIZED DISTRICT PROGRAMS FOR SUMMER 1973

NO SUMMER 1973 PROGRAMS
FOR DISTRICT 22

READING SKILLS CENTER (O.A.)

DISTRICT	FUNCTION NO.	BUDGET
22 Brooklyn	75-41681	$ 435,802
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
438	2-9	7
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
7	7	School Year, 8:40-3:00

The Skills Center in elementary schools takes 5 groups of students per day for 45-minute periods, where Jr. Controlled Readers, tachistoscopes, Listen and Learn Program, cassette players, paperback libraries, are available for small-group and individualized instruction. Pre-tests will guide selection of appropriate materials; post-tests will measure progress. Teachers and educational assistants supervise the work of students. In junior high schools, eligible students in grades 8 and 9 who are retarded in reading two years or more, are programmed for 40-minute periods for individualized instruction. The budget emcompasses costs for both parts of the Optional Assignment program.

EDUCATIONAL ASSISTANTS TO AID UNDERACHIEVERS (O.A.)

DISTRICT	FUNCTION NO.	BUDGET
22 Brooklyn	75-41681	see above
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
281	1-6	11
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
-	18	School Year, 8:40-3:00

This program is part of the Optional Assignment component in District 22. Educational Assistants work with Title I eligible children who need individualized or small-group help with reading and/or mathematics. Teachers supervise work, select appropriate materials and check progress. Selected children receive this help daily for 30-45 minutes per session. The children are also supervised on the bus ride bringing them to school, at which time they receive help with homework, read stories, etc. The cost for the entire Optional Assignment program is shown above in the Reading Skills Center description.

ESEA TITLE I DECENTRALIZED DISTRICT PROGRAMS FOR SCHOOL YEAR 1973-74

FUNCTION NO.	PROGRAM	REVISED BUDGET AS OF JAN. 31, 1974
DISTRICT 23		
77-41651	Evaluation Cost	$ 103,516
77-41652	Reading and Mathematics Grades 1-6	3,397,430
77-41653	Bilingual Program	781,708
77-41654	Nonpublic Schools	14,355
	Total Amount Budgeted	$ 4,297,009

ESEA TITLE I DECENTRALIZED DISTRICT PROGRAMS FOR SUMMER 1973

77-41602	Evaluation Cost	$ 13,016
77-41603	District Administrative Budget	14,685
77-41604	Summer Headstart	25,888
77-41605	Summer Day Elementary	207,259
77-41606	Summer Camp	267,779
77-41607	Summer Day I.S. and J.H.S.	89,298
	Total Amount Budgeted	$ 617,925

READING AND MATHEMATICS PROGRAM

DISTRICT	FUNCTION NO.	BUDGET
23 Brooklyn	77-41652	$3,397,430
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
7,400	1-8	22
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
19	332	School Year, 8:40-3:00

This recycled component provides reading and mathematics instruction using the BRL-SILAS* program for 5,400 elementary pupils and the Gattegno Words-in-Color and mathematics program for 2,000 intermediate and junior high school pupils. Staff and materials are provided. Laboratory, small-group and individual instructional modes are employed.

*Behavorial Research Laboratories-Sullivan Individualized Language Arts System

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BILINGUAL COMPONENT

DISTRICT	FUNCTION NO.	BUDGET
23 Brooklyn	77-41653	$ 781,708
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
1,175	Kindergarten-Gr. 7	15
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
18	48	School Year, 8:40-3:00

This recyled component provides for staff, instructional materials, and encourages parent involvement to support the goals of the district-wide Bilingual Program. The activities include direct classroom instruction, individual tutorial assistance, school-home interaction, and in-service training. Instructional materials are used from Behavorial Research Laboratory's Spanish series and Santillano Bilingual series.

NONPUBLIC SCHOOL LANGUAGE ARTS

DISTRICT	FUNCTION NO.	BUDGET
23 Brooklyn	77-41564	$ 14,355
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
40	1-6	1
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
-	2	School Year, 8:40-3:00

This program will provide special English instruction to non-English speaking pupils in grades 1-6. Funds are provided for three bus trips and pupil admissions. Experience charts and displays centered around the trips will be developed. Emphasis will be given to the development of a basic sight vocabulary.

ESEA TITLE I DECENTRALIZED DISTRICT PROGRAMS FOR SCHOOL YEAR 1973-74

FUNCTION NO.	PROGRAM	REVISED BUDGET AS OF JAN. 31, 1974
DISTRICT 24		
79-41651	Evaluation Cost	$ 18,206
79-41653	Strengthened Basic Skills Program	486,601
79-41654	Diagnosis and Treatment of Reading Disabilities	166,427
79-41655	Bilingual/English as a Second Language Education Program	80,832
79-41656	Nonpublic School Program	17,653
79-41657	Educational Assistant for Trainable Mentally Retarded Pupil	6,474
79-41681	Optional Assignment Diagnosis and Treatment of Reading Disabilities	257,977
79-41658	Diagnostic/Prescriptive Mathematics Program (Modification 1)	74,869
79-41682	Optional Assignment-Diagnostic/Prescriptive Mathematics Program (Modification 1)	68,052
	Total Amount Budgeted	$ 1,177,091

ESEA TITLE I DECENTRALIZED DISTRICT PROGRAMS FOR SUMMER 1973

NO SUMMER 1973 PROGRAMS
FOR DISTRICT 24

STRENGTHENED BASIC SKILLS PROGRAM

DISTRICT	**FUNCTION NO.**	**BUDGET**
24 Queens	79-41653	$ 486,601
PARTICIPANTS	**GRADE LEVEL**	**NO. OF SCHOOLS**
960	Kindergarten-Gr. 3	2
PROFESSIONALS	**PARAPROFESSIONALS**	**TIME OF OPERATION**
5	49	School Year, 8:40-3:00

This program aims to develop an understanding of the basic concepts needed for success in the primary grades as well as develop and improve the skills necessary for primary level reading and mathematics competence. The program encourages parental involvement and participation via regularly scheduled workshops. It is expected that the concentration of much services at the early primary level will obviate the need for widespread remedial services in the later grades.

DIAGNOSIS AND TREATMENT OF READING DISABILITIES

DISTRICT	**FUNCTION NO.**	**BUDGET**
24 Queens	79-41654	$ 166,427
PARTICIPANTS	**GRADE LEVEL**	**NO. OF SCHOOLS**
330	2-6	2
PROFESSIONALS	**PARAPROFESSIONALS**	**TIME OF OPERATION**
6	6	School Year, 8:40-3:00

Each pupil's reading strengths and weaknesses are diagnosed by means of tests and teacher evaluation. The teacher then begins a prescriptive teaching sequence for each diagnosed weakness. Individualized diagnostic-prescriptive instruction is emphasized.

BILINGUAL AND ENGLISH AS A SECOND LANGUAGE EDUCATION PROGRAM

DISTRICT	FUNCTION NO.	BUDGET
24 Queens	79-41655	$ 80,832
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
210	1-7	7
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
8	-	School Year, 8:40-3:00

This program funds seven bilingual/ESL centers. Each center is staffed by a bilingual teacher assisted by a bilingual professional assistant (BPA). The bilingual teacher and the BPA in each center service thirty Spanish dominant pupils who receive their mathematics and reading instruction in Spanish and learn English as a second language. I. S. 61 has the additional services of a bilingual resource teacher.

NONPUBLIC SCHOOL PROGRAM

DISTRICT	FUNCTION NO.	BUDGET
24 Queens	79-41656	$ 17,653
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
100	1-9	3
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
1	2	School Year 8:40-3:00

The program at our Lady of Sorrows School provides two part-time professionals and one part-time licensed teacher. They function as a team to instruct forty children from the target population in reading and language using the DISTAR method and materials. This program is in addition to the services of a Title I corrective reading teacher funded under the central nonpublic school Title I program.

The program at the Martin Luther H.S. and St. Leo School provides instructional materials and a reading teacher twice a week to instruct sixty pupils who are two years retarded in reading.

EDUCATIONAL ASSISTANT FOR TRAINABLE MENTALLY RETARDED CLASSES

DISTRICT	FUNCTION NO.	BUDGET
24 Queens	79-41657	$ 6,474
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
13	Non-graded	1
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
-	1	School Year, 8:40-3:00

The purpose of this program is to strengthen the reading skills of eligible trainable mentally retarded pupils. Working in a one-to-one relationship, the educational assistant will teach the children to recognize and understand the meaning of words related to their safety and well being.

INDIVIDUALIZED MATHEMATICS PROGRAM

DISTRICT	FUNCTION NO.	BUDGET
24 Queens	79-41658	$ 74,869
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
192	3-6	3
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
5	-	Dec.-June, 8:40-3:00

The objective of this program is to increase the mathematics achievement of the target population in grades 3-6. This will be achieved via the implementation of a diagnostic-prescriptive instructional system geared to meet the individual and varied needs of the participants.

OPTIONAL ASSIGNMENT READING PROGRAM

DISTRICT	FUNCTION NO.	BUDGET
24 Queens	79-41681	$257,977
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
427	2-9	11
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
11	11	School Year, 8:40-3:00

Each of the eleven reading centers are staffed by a reading specialist teacher and paraprofessional, who service optional assignment students who are reading two years below grade level. A diagnostic-prescriptive approach is used with individualized instruction.

INDIVIDUALIZED MATHEMATICS PROGRAM FOR OPTIONAL ASSIGNMENT PUPILS

DISTRICT	FUNCTION NO.	BUDGET
24 Queens	79-41682	$ 68,052
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
160	2-6	4
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
4	-	Dec.-June, 8:40-3:00

The objective of this program is to increase the mathematics achievement of the target population in grades 3-6. This will be achieved via the implementation of a diagnostic-prescriptive instructional system geared to meet the individual and varied needs of the participants.

ESEA TITLE I DECENTRALIZED DISTRICT PROGRAMS FOR SCHOOL YEAR 1973-74

FUNCTION NO.	PROGRAM	REVISED BUDGET AS OF JAN. 31, 1974
DISTRICT 25		
81-41651	Evaluation Cost	$ 638
81-41681	Optional Assignment	266,530
	Total Amount Budgeted	$ 267,168

ESEA TITLE I DECENTRALIZED DISTRICT PROGRAMS FOR SUMMER 1973

NO SUMMER 1973 PROGRAMS
FOR DISTRICT 25

IMPROVING READING AND MATHEMATICS ACHIEVEMENT

DISTRICT	FUNCTION NO.	BUDGET
25 Queens	81-41681	$ 266,530
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
384	1-9	8
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
12	12	School Year, 8:40-3:00

This is an individualized prescritptive program in reading and mathematics which is provided for Optional Assignment eligible pupils. The Junior High School component provides learning laboratories in reading and mathematics. Paraprofessionals assist classroom teachers in meeting children's needs.

ESEA TITLE I DECENTRALIZED DISTRICT PROGRAMS FOR SCHOOL YEAR 1973-74

FUNCTION NO.	PROGRAM	REVISED BUDGET AS OF JAN. 31, 1974
DISTRICT 26		
83-41681	Corrective Reading and Mathematics Program - Optional Assignment	$ 661,565
	Total Amount Budgeted	$ 661,565

ESEA TITLE I DECENTRALIZED DISTRICT PROGRAMS FOR SUMMER 1973

NO SUMMER 1973 PROGRAMS
FOR DISTRICT 26

CORRECTIVE READING AND MATHEMATICS PROGRAM

DISTRICT	FUNCTION NO.	BUDGET
26 Queens	83-41681	$ 661,565
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
1035	1-6	24
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
21	13	School Year, 8:40-3:00

The Corrective Reading and Mathematics Program is a diagnostic-prescriptive program for Optional Assignment eligible children in grades one through six. In each elementary school, a corrective reading teacher assisted by a paraprofessional will provide listening experiences, oral language activities and individualized reading instruction. A corrective mathematics teacher will provide activities in mathematic conceptualizations using a Mathematics Laboratory approach.

ESEA TITLE I DECENTRALIZED DISTRICT PROGRAMS FOR SCHOOL YEAR 1973-74

FUNCTION NO.	PROGRAM	REVISED BUDGET AS OF JAN. 31, 1974
DISTRICT 27		
85-41651	Evaluation Cost	$ 42,965
85-41652	Kindergarten	289,636
85-41653	Strengthening Early Childhood	624,646
85-41654	Paraprofessional Training Program	531,251
85-41655	Operation Return	73,750
85-41656	Paraprofessional Involvement Secondary Level	168,627
85-41681	Optional Assignment	167,779
	Total Amount Budgeted	$ 1,898,654

ESEA TITLE I DECENTRALIZED DISTRICT PROGRAMS FOR SUMMER 1973

NO SUMMER 1973 PROGRAMS
FOR DISTRICT 27

KINDERGARTEN PROGRAM

DISTRICT	FUNCTION NO.	BUDGET
27 Queens	85-41652	$ 289,636
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
338	Kindergarten	12
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
-	40	School Year, 8:40-3:00

This program is part of the Strengthening Early Childhood Component. The addition of paraprofessionals makes it possible to better meet the needs of each child. Educational Assistants will work in close cooperation with regularly assigned teachers. They will assist in giving small-group instruction to Title I eligible children.

STRENGTHENING EARLY CHILDHOOD

DISTRICT	FUNCTION NO.	BUDGET
27 Queens	85-41653	$ 624,646
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
1,186	1-2	12
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
14	40	School Year, 8:40-3:00

Teachers and paraprofessionals will be added to the regular classroom staff. The emphasis of this additional staff will be improving the Title I eligible students' abilities in Reading and Mathematics. This component also contains a Distar experimental program in two schools (P. S. 45 and P. S. 124).

PARAPROFESSIONAL INVOLVEMENT AND TRAINING COMPONENT

DISTRICT	FUNCTION NO.	BUDGET
27 Queens	85-41654	$ 531,251
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
1188	3-5	13
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
3	77	School Year, 8:40-3:00

This program will attempt to improve the reading ability of Title I eligible children by planning extra paraprofessional personnel in the classrooms of Title I eligible schools. With proper supervision and training, the paraprofessionals will assist with individual and small-group instruction in reading.

STRENGTHENING OPERATION RETURN

DISTRICT	FUNCTION NO.	BUDGET
27 Queens	85-41655	$ 73,750
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
105	3-9	1
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
1	5	School Year, 8:40-3:00

This program will create an avenue of return to the regular school mainstream and help those younsters who have experienced extreme failure readjust to a routinized school program. An intensive reading remediation program geared to each child's grade level will be provided.

PARAPROFESSIONAL INVOLVEMENT AND TRAINING - SECONDARY LEVEL

DISTRICT	FUNCTION NO.	BUDGET
27 Queens	85-41656	$ 168,627
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
450	6-8	3
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
4	12	School Year, 8:40-3:00

This component will attempt to improve the reading ability of Title I eligible children at the secondary level. Teachers and paraprofessionals will work in close cooperation with students in reading laboratories to provide small-group and individualized instruction. Training sessions for teachers and paraprofessionals will deal with prescriptive reading techniques and classroom management.

OPTIONAL ASSIGNMENT COMPONENT

DISTRICT	FUNCTION NO.	BUDGET
27 Queens	85-41681	$ 167,779
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
238	3-6	9
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
-	15	School Year, 8:40-3:00

Paraprofessionals will work with eligible Title I children who leave their neighborhood school in order to attend less crowded, higher achieving schools. Paraprofessionals will provide small-group and individualized instruction to eligible Title I children to help improve their reading skills.

ESEA TITLE I DECENTRALIZED DISTRICT PROGRAMS FOR SCHOOL YEAR 1973-74

FUNCTION NO.	PROGRAM	REVISED BUDGET AS OF JAN. 31, 1974
DISTRICT 28		
87-41651	Evaluation Cost	$ 35,793
87-41652	Reading and Mathematics Program	275,955
87-41653	P.S. 48 Reading and Mathematics Program	147,153
87-41654	P.S. 50 Reading and Mathematics Program	215,240
87-41655	P.S. 86 Reading and Mathematics Program	56,549
87-41656	P.S. 140 Reading and Mathematics Program	152,862
87-41657	P.S. 160 Reading and Mathematics Program	145,264
87-41658	I.S. 8 Reading Laboratory	218,629
87-41659	I.S. 142 Reading Roundtable	111,963
87-41660	J.H.S. 217 Mathematics and Reading Laboratory	79,297
87-41661	Nonpublic Schools-Decentralized Program in Reading and Mathematics	16,495
87-41681	Optional Assignment in Regular District Schools	515,915
87-41662	Comprehensive Achievement Monitoring (C.A.M.) (Modification 1)	20,000
87-41663	Mobile Reading and Mathematics Unit (Modification 1)	22,379
	Total Amount Budgeted	$ 2,013,494

ESEA TITLE I DECENTRALIZED DISTRICT PROGRAMS FOR SUMMER 1973

NO SUMMER 1973 PROGRAMS
FOR DISTRICT 28

READING AND MATHEMATICS PROGRAM - P.S. 40

DISTRICT	FUNCTION NO.	BUDGET
28 Queens	87-41652	$ 275,955
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
590	Pre-kindergarten-5	1
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
13	3	School Year, 8:40-3:00

This program is designed to upgrade the reading and mathematics skills of eligible Title I pupils. Small-group and individualized instruction is provided through the services of professionals and paraprofessionals. In-service training for both professionals and paraprofessionals is provided by specialists in reading and mathematics. Using a multi-media approach, materials will be used to set up learning centers within the classrooms.

READING AND MATHEMATICS PROGRAM - 48

DISTRICT	FUNCTION NO.	BUDGET
28 Queens	87-41653	$ 147,153
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
220	Pre-kindergarten-2	1
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
5	7	School Year, 8:40-3:00

This program is designed to upgrade the reading and mathematics skills of pre-kindergarten through grade two participants. Pre-reading and pre-mathematics activities are geared to the needs of the children. Parents are actively involved in the program. In-service training for professionals and paraprofessionals is provided as part of an on-the-job training program.

READING AND MATHEMATICS PROGRAM - P.S. 50

DISTRICT	FUNCTION NO.	BUDGET
28 Queens	87-41654	$ 215,240
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
220	Pre-kindergarten-5	1
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
6	16	School Year, 8:40-3:00

This program is designed to upgrade the reading and mathematics skills of eligible Title I pupils. Small-group or individualized instruction is provided through the services of professionals and paraprofessionals. The program utilizes creativity of a music teacher to augment reading and mathematics skills. In-service training for professionals and paraprofessionals is provided.

READING PROGRAM AND MATHEMATICS LABORATORY - P.S. 86

DISTRICT	FUNCTION NO.	BUDGET
28 Queens	87-41655	$ 55,549
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
100	2-6	1
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
2	-	School Year, 8:40-3:00

This program is designed to upgrade reading and mathematics skills of eligible Title I children. The participants work in small groups of from eight to twelve children after taking diagnostic tests to determine their status. Participants receive corrective mathematics services through the use of mathematics laboratory materials. Teachers and paraprofessionals participate in an on-the-job training program.

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READING AND MATHEMATICS PROGRAM - P.S. 140

DISTRICT	FUNCTION NO.	BUDGET
28 Queens	87-41656	$ 152,862
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
190	Pre-kindergarten-5	1
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
3	12	School Year, 8:40-3:00

This program is designed to upgrade reading and mathematics skills of participants. Pre-reading and pre-mathematics activities follow basic guidelines and are geared to the children's needs. Parents are actively involved in the program. Paraprofessionals work in close relationship with the teachers to provide the children with individualized and/or small-group instruction.

EARLY CHILDHOOD - P.S. 160

DISTRICT	FUNCTION NO.	BUDGET
28 Queens	87-41657	$ 145,264
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
220	Pre-kindergarten-2	1
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
3	9	School Year, 8:40-3:00

This program is designed to upgrade reading and mathematics skills of pre-kindergarten through grade two participants. Pre-reading and pre-mathematics activities are geared to the children's needs. Parents are actively involved in the program. In-service training for professionals and paraprofessionals is provided as part of an on-the-job training program.

READING LABORATORY -I. S. 8

DISTRICT	FUNCTION NO.	BUDGET
28 Queens	87-41658	$ 218,629
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
547	6-8	1
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
10	2	School Year, 8:40-3:00

Selected students are programmed to work individually or in pairs using a prescription for each child for the treatment of each reading skill deficiency. Paraprofessionals work with students under the guidance of teachers who determine needs and the medium of instruction. Teachers work with individuals and small groups. An ongoing program for staff growth and teacher training is maintained.

READING ROUNTABLE-I. 142

DISTRICT	FUNCTION NO.	BUDGET
28 Queens	87-41659	$ 111,963
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
279	6-8	1
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
4	7	School Year, 8:40-3:00

Participants in this program, which is designed to improve reading, receive tutoring and small-group instruction. The professional staff is assisted by paraprofessionals in implementing program goals. Parent conferences are scheduled where a need is indicated.

MATHEMATICS LABORATORY - J.H.S. 217

DISTRICT	FUNCTION NO.	BUDGET
28 Queens	87-41660	$ 79,297
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
200	7-9	1
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
3	-	School Year, 8:40-3:00

Students in this program will be involved in group and individualized activities designed to meet their needs using Mathematics Laboratory materials and equipment. Their needs in reading will be diagnosed. Upgrading of skills will be achieved through the use of selected materials and equipment in individualized or small-group instruction.

NONPUBLIC SCHOOLS - DECENTRALIZED READING AND MATHEMATICS PROGRAM

DISTRICT	FUNCTION NO.	BUDGET
28 Queens	87-41661	$ 16,495
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
358	1-8	3
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
-	3	School Year, 8:40-3:00

The participants will work in small groups of from eight to twelve children and will receive individual diagnostic tests to determine their reading status. They will work in small groups and individually, using various audio-visual machines and materials to improve their reading skills. Trips will be planned to motivate and vitalize the reading program.

OPTIONAL ASSIGNMENT PROGRAM

DISTRICT	FUNCTION NO.	BUDGET
28 Queens	87-41681	$ 515,915
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
857	2-9	10
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
22	19	School Year, 8:40-3:00

Optional assignment students will participate in corrective reading and mathematics activities. A multi-media reading resource center with a wide variety of independent work materials is provided. Professional and paraprofessional staff will provide individual and small-group instruction. Group and individual guidance will be given to improve work-study habits.

ESEA TITLE I DECENTRALIZED DISTRICT PROGRAMS FOR SCHOOL YEAR 1973-74

FUNCTION NO.	PROGRAM	REVISED BUDGET AS OF JAN. 31, 1974
DISTRICT 29		
89-41651	Evaluation Cost	$ 49,920
89-41652	Reading Diagnostic Center	915,582
89-41653	Early Childhood Reading Teams	134,034
89-41654	Achievement Team for Intermediate Students	489,997
89-41655	Bilingual Team Program (Mofidication 1)	48,252
89-41681	Optional Assignment (Modification 1)	48,042
	Total Amount Budgeted	$ 1,685,827

ESEA TITLE I DECENTRALIZED DISTRICT PROGRAMS FOR SUMMER 1973

89-41602	Evaluation Cost	$ 5,400
89-41603	District Administrative Budget	7,882
89-41604	Summer Day Elementary School	70,264
89-41605	Junior High School	24,259
	Total Amount Budgeted	$ 107,805

READING DIAGNOSTIC CENTER

DISTRICT	FUNCTION NO.	BUDGET
29 Queens	89-41652	$ 930,558
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
1725	2-6	11
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
28	27	School Year, 8:40-3:00

The Reading Diagnostic Center is designed to interview, test and evaluate each project participant to determine the extent and nature of each participant's reading and associated learning skills and needs. The diagnostic staff will prepare individual prescriptions and a course of remediation for the 1,725 participants to be followed through by the reading counselors and teams in their individual school assignments.

EARLY CHILDHOOD READING TEAM

DISTRICT	FUNCTION NO.	BUDGET
29 Queens	89-41653	$ 146,955
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
250	Kindergarten, Gr.-1	1
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
4	5	School Year, 8:40-3:00

The non-graded segment of the District 29 Early Childhood center will provide for a grouping of Kindergarten and first year children with a stress on the early identification of those students lacking readiness skills in reading and related areas. Instruction will be provided on an individual and small-group basis.

ACHIEVEMENT TEAM FOR INTERMEDIATE STUDENTS

DISTRICT	**FUNCTION NO.**	**BUDGET**
29 Queens	89-41654	$ 306,356
PARTICIPANTS	**GRADE LEVEL**	**NO. OF SCHOOLS**
700	6-8	3
PROFESSIONALS	**PARAPROFESSIONALS**	**TIME OF OPERATION**
10	10	School Year, 8:40-3:00

The Achievement Team is designed to provide direct one-to-one and small-group instruction for those 700 intermediate and junior high students who have reflected a two or more year rate of retardation in reading. The teams will service the identified students with an individual prescriptive program to increase and develop the reading skills necessary for their grade level on a programmed weekly basis.

ESEA TITLE I DECENTRALIZED DISTRICT PROGRAMS FOR SCHOOL YEAR 1973-74

DISTRICT 30

FUNCTION NO.	PROGRAM	REVISED BUDGET AS OF JAN. 31, 1974
93-41651	Evaluation Cost	$ 29,236
93-41652	Teacher-Paraprofessional Reading Team	699,310
93-41653	Teacher-Paraprofessional Mathemathics Team	412,129
93-41681	Optional Assignment	67,892
93-41654	Nonpublic School Program (Modification 1)	45,249
	Total Amount Budgeted	$ 1,253,816

ESEA TITLE I DECENTRALIZED DISTRICT PROGRAMS FOR SUMMER 1973

NO SUMMER 1973 PROGRAMS
FOR DISTRICT 30

TEACHER - PARAPROFESSIONAL READING TEAM

DISTRICT	FUNCTION NO.	BUDGET
30 Queens	93-41652	$ 699,310
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
1,400	1-9	9
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
10	65	School Year, 8:40-3:00

Students are taken out of their classes one period each day, in groups of from one to four children, five times a week by the teacher and paraprofessionals for small-group instruction in reading. A diagnostic-prescriptive approach is used. After children are tested, individual programs are written to meet each pupil's needs. A master reading teacher provides training for teachers and paraprofessionals.

TEACHER - PARAPROFESSIONAL MATHEMATICS TEAM

DISTRICT	FUNCTION NO.	BUDGET
30 Queens	93-41653	$ 412,129
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
684	1-9	9
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
10	27	School Year, 8:40-3:00

Students are taken out of their classes one period each day, in groups of from one to four children, five times a week by the teacher and paraprofessional for small-group instruction in mathematics. A diagnostic-prescriptive approach is used. After children's needs are diagnosed, individual programs are written to meet these needs. A master mathematics teacher provides ongoing training for the teachers and paraprofessionals.

OPTIONAL ASSIGNMENT READING PROGRAM

DISTRICT	FUNCTION NO.	BUDGET
30 Queens	93-41681	$ 67,892
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
90	1-6	3
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
1	6	School Year, 8:40-3:00

Two paraprofessionals have been assigned to each school. They take groups of from one to three children from their classrooms, one period each day, five days a week. The children are given individualized and small-group instruction in reading. One teacher is assigned to the three schools. She is responsible for diagnosing the needs of the children and planning appropriate programs for the paraprofessionals to use when when working with the children.

ESEA TITLE I DECENTRALIZED DISTRICT PROGRAMS FOR SCHOOL YEAR 1973-74

FUNCTION NO.	PROGRAM	REVISED BUDGET AS OF JAN. 31, 1974
DISTRICT 31		
95-41651	Evaluation Cost	$ 16,351
95-41652	Prescriptive Reading	249,899
95-41653	Mathematics Laboratory	312,507
95-41654	Pre-Kindergarten	360,321
95-41655	Elementary School Bilingual Education Program	61,622
95-41656	Nonpublic School Program (Modification 1)	17,997
	Total Amount Budgeted	$ 1,018,697

ESEA TITLE I DECENTRALIZED DISTRICT PROGRAMS FOR SUMMER 1973

95-41602	Evaluation Cost	$ 3,400
95-41603	District Administrative Budget	3,565
95-41604	Summer Early Childhood	24,336
95-41605	Summer Day Elementary	83,637
95-41606	Reading Improvement Through Natural Science	5,773
95-41608	Reading and Mathematics Program at J.H.S. 49 and I.S. 61	19,892
	Total Amount Budgeted	$ 140,603

DIAGNOSTIC AND PRESCRIPTIVE READING PROGRAM

DISTRICT	FUNCTION NO.	BUDGET
31 Queens	95-41652	$ 247,437
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
400	2-5	8
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
8	8	School Year, 8:40-3:00

This program will provide for intensive corrective reading instruction (prescriptive teaching) in the basic skills as well as related areas of language development. Participants will be taken out of their regular classrooms three times a week for this instruction. The reading room will be provided with Listening Viewing Center, Decoding-Skill Center, Comprehension Station and Library Center.

MATHEMATICS LABORATORY

DISTRICT	FUNCTION NO.	BUDGET
31 Queens	95-41653	$ 152,259
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
220	3-8	5
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
5	5	School Year, 8:40-3:00

This program is designed to improve the mathematics skills of eligible participants through an activity approach utilizing manipulative materials. Paraprofessionals provide individual and small-group instruction to children on a regularly scheduled basis.

PRE-KINDERGARTEN

DISTRICT	FUNCTION NO.	BUDGET
31 Queens	95-41654	$ 355,077
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
300	Pre-Kindergarten	6
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
10	10	School Year, 8:40-3:00

This program is designed to improve the readiness of pre-reading skills of participants to prevent academic retardation in the areas of reading and mathematics. Cognitive skills will be developed through first-hand experiences using materials and equipment that have a multi-sensory appeal. Educational assistants will assist the teachers in implementing the program.

BILINGUAL EDUCATION

DISTRICT	FUNCTION NO.	BUDGET
31 Queens	95-41655	$ 61,221
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
117	1-6	2
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
2	2	School Year, 8:40-3:00

The bilingual classroom teachers provide subjective instruction in the children's dominant language. They also provide English as a second language instruction and are responsible for maintaining a classroom which projects the cultural aspects of the children's backgrounds. Educational assistants, under the supervision of the teachers, will give assistance to the participants on a one-to-one basis and assist in the preparation and distribution of materials and supplies. Children are scheduled at prescribed times, depending on their specific needs.

ESEA TITLE I DECENTRALIZED DISTRICT PROGRAMS FOR SCHOOL YEAR 1973-74

DISTRICT 32

FUNCTION NO.	PROGRAM	REVISED BUDGET AS OF JAN. 31, 1974
97-41651	Evaluation Cost	$ 137,126
97-41652	Strengthening Early Childhood in Reading and Mathematics	1,909,264
97-41653	Bilingual Program	1,551,715
97-41654	Mathematics Program	392,301
97-41655	Reading Program	527,099
97-41656	Nonpublic School Component	99,361
	Total Amount Budgeted	$ 4,616,866

ESEA TITLE I DECENTRALIZED DISTRICT PROGRAMS FOR SUMMER 1973

NO SUMMER 1973 PROGRAMS
FOR DISTRICT 32

STRENGTHENING EARLY CHILDHOOD

DISTRICT	FUNCTION NO.	BUDGET
32 Brooklyn	97-41652	$ 1,934,745
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
3353	Kindergarten-Gr.-2	11
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
14	204	School Year, 8:40-3:00

This program has been designed to develop basic pre-reading and reading skills. Emphasis on participants' native language is made in order to help accomplish this goal. Paraprofessionals work with individual and small groups of children to reinforce skills taught.

BILINGUAL PROGRAM

DISTRICT	FUNCTION NO.	BUDGET
32 Brooklyn	97-41653	$ 1,551,715
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
2400	3-9	14
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
80	43	School Year, 8:40-3:00

This program will provide supplementary and enrichment instructional services for children in grades 3-9 for whom English is a second language (Italian, Spanish, French) who have not been able to succeed in their school work because of an English deficiency. The program priorities are bilingual education, reading and mathematics.

MATHEMATICS LABORATORIES

DISTRICT	FUNCTION NO.	BUDGET
32 Brooklyn	97-41654	$ 399,160
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
825	3-6	11
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
12	11	School Year, 8:40-3:00

This program is designed to raise the achievement level of children identified as being in need of special help in mathematics. The program coordinator will train teachers and paraprofessional staff. The children will receive the Stanford Mathematics Test from which a specific program will be developed for each participant. Paraprofessionals will assist the mathematics teacher in working with small groups and individual children according to the program planned for each child.

READING LABORATORIES

DISTRICT	FUNCTION NO.	BUDGET
32 Brooklyn	97-41655	$ 542,416
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
880	3-6	11
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
12	22	School Year, 8:40-3:00

This program is designed to raise the achievement level in reading of eligible participants. Students make use of sophisticated audio-visual equipment at three stations in the reading laboratory. The teacher prescribes specific skills material in reading to advance students' progress. Two paraprofessionals provide reinforcement in reading skills practice.

NONPUBLIC SCHOOL COMPONENT

DISTRICT	FUNCTION NO.	BUDGET
32 Brooklyn	97-41656	$ 99,361
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
180	1-6	7
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
6	1	School Year, 8:40-3:00

The program is designed to upgrade the reading performance of youngsters in seven nonpublic schools who have been identified as below average in reading achievement as defined by Title I criteria. Corrective reading teachers will work with individuals and with small groups of children to offer specific instruction in reading skills. The corrective reading teachers will have ongoing conferences with classroom teachers regarding children's progress.

SECTION III

- ESEA Title I 1973-74 Central Program Listings, Budgets and Descriptions
- ESEA Title I Summer 1973 Central Program Listings and Budgets

SUMMARY OF ESEA TITLE I CENTRAL PROGRAMS FOR SCHOOL YEAR 1973-74*

FUNCTION NO.	PROGRAM	REVISED BUDGET AS OF JAN. 31, 1974
0941681	Follow Through	$ 1,479,637
0941683	Pregnant School Age Girls	749,183
0941691	Special Schools District 75	2,207,066
0941698	Bilingual Pupil Services	1,017,502
0941699	Guggenheim Museum	96,116
0949601	Special Education and Pupil Personnel Services	3,334,266
0949609	College Bound	7,620,179
0949610	College Discovery	577,600
0949611	High School Programs	12,886,688
0949625	Nonpublic Schools	9,049,135
0949671	High School Optional Assignment	3,165,338
0949636	Institutionalized Children	887,709
	Total Amount Budgeted	$ 43,070,419

SUMMARY OF ESEA TITLE I CENTRAL PROGRAMS FOR SUMMER 1973

0941601	Special Schools	$ 410,827
0941610	Pregnant School Age Girls	40,735
0941611	High School Summer 1973	253,685
0941621	Building Bridges to Better Bilingual Education	162,582
0941C22	College Bound	239,644
0941623	Office of Special Education and Pupil Personnel Services	305,550
0941635	Guggenheim Museum	39,631
0941636	Institutionalized Children	155,355
	Total Amount Budgeted	$ 1,608,009

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* The Components within the above 1973-74 central programs are listed on the following pages followed by descriptions of the components. Please note that the listings reflect district budget figures as of January 31, 1974. These figures may not necessarily coincide with the budget figures shown on the individual program descriptions which were written prior to January 31, 1974. Descriptions of central Summer 1973 programs are not included in this brochure.

ESEA TITLE I CENTRAL PROGRAMS FOR SCHOOL YEAR 1973-74

FUNCTION NO.	PROGRAM	REVISED BUDGET AS OF JAN. 31, 1974

CENTRAL PROGRAM - FOLLOW THROUGH

FUNCTION NO.	PROGRAM	REVISED BUDGET AS OF JAN. 31, 1974
0941681	Follow Through- Central Title I	$ 55,260
0941681	Follow Through at P.S. 33m Title I	134,624
0941681	Follow Through at P.S. 76m Title I	233,574
0941681	Follow Through at P.S. 92m Title I	222,957
0941681	Follow Through at P.S. 133m Title I	159,255
0941681	Follow Through at P.S. 6x Title I	146,515
0941681	Follow Through at P.S. 77x Title I	102,772
0941681	Follow Through at P.S. 137k Title I	148,638
0941681	Follow Through at P.S. 243k Title I	276,042
	Total Amount Budgeted	$ 1,479,637

CENTRAL PROGRAM - CORRECTIVE READING, MATHEMATICS AND BILINGUAL INSTRUCTION OF PREGNANT SCHOOL-AGE GIRLS

FUNCTION NO.	PROGRAM	REVISED BUDGET AS OF JAN. 31, 1974
0941684	Evaluation Cost	$ 17,153
0941685	Corrective Reading Instruction	542,043
0941686	Corrective Mathematics	167,667
0941687	Bilingual Instruction of Reading and Mathematics	22,320
	Total Amount Budgeted	$ 749,183

FOLLOW THROUGH PROGRAM

DISTRICT	FUNCTION NO.	BUDGET
Central Program	0941681	$ 1,469,020
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
3754	Kindergarten-Gr. 3	11
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
50	215	School Year, 8:40-3:00

The Follow Through Programs are directed toward meeting the needs of children through a specific program emphasis selected by each of the schools involved. Parent involvement, instructional approaches, health, psychological and social services, smaller child-adult ratio through the use of paraprofessionals and staff training are included. Parent volunteers assist in classroom activities and pupil trips; they participate in parent training programs and clerical activities.

CORRECTIVE READING, CORRECTIVE MATHEMATICS AND BILINGUAL INSTRUCTION OF PREGNANT SCHOOL-AGE GIRLS

DISTRICT	FUNCTION NO.	BUDGET
Central Program	0941683	$ 749,183
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
2000	7-12	6
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
30	20	School Year, 8:40-3:00

The objectives of the corrective reading and corrective mathematics components are to raise the reading and mathematics grades of pregnant students who are two or more years retarded in reading. The program is offered in the six schools for pregnant girls established by the New York City Board of Education.

The objectives of the bilingual component are to raise the reading and mathematics grades of non-English speaking pregnant students in both English and Spanish. The bilingual program is offered at one center in the South Bronx.

ESEA TITLE I CENTRAL PROGRAMS FOR SCHOOL YEAR 1973-74

FUNCTION NO.	PROGRAM	REVISED BUDGET AS OF JAN. 31, 1974
CENTRAL PROGRAM - SPECIAL SCHOOLS, DISTRICT 75		
0941694	Socially Maladjusted	$ 1,666,735
0941695	Adolescents and Correctional Institutions- Rikers Island	247,519
0941696	Individualizing Instruction- Physically Handicapped and Mentally Retarded	292,812
	Total Amount Budgeted	$ 2,207,066

ESEA TITLE I CENTRAL PROGRAMS FOR SUMMER 1973

CENTRAL PROGRAM - SPECIAL SCHOOLS, DISTRICT 75

0941603	District Administrative Budget	$ 11,615
0941604	Maladjusted And Emotionally Disturbed Children	195,869
0941605	Rikers Island	30,597
0941606	Summer Program For Deaf Children	69,958
0941607	Program For Language And Hearing Impaired Children (Special Schools)	25,260
0941608	Mentally Retarded in OTC	28,765
0941609	Summer Program For Hospitalized Children	48,763
	Total Amount Budgeted	$ 410,827

SOCIALLY MALADJUSTED CHILDREN

DISTRICT	**FUNCTION NO.**	**BUDGET**
Central Program Special Schools	0941694	$ 1,380,158
PARTICIPANTS	**GRADE LEVEL**	**NO. OF SCHOOLS**
2,000	Non-graded	26
PROFESSIONALS	**PARAPROFESSIONALS**	**TIME OF OPERATION**
38	59	School Year, 8:40-3:00

This program will provide intensive small-group and individualized instruction in reading to approximately 2,000 reading retarded socially maladjusted and emotionally disturbed children in 26 day schools, psychiatric hospitals and residential and day treatment centers. This instruction will be provided through varied approaches ranging from reading resource centers in the day schools to in-class small-group and individual instruction in the treatment centers. The program will be articulated with the existing tax-levy program and provide individual pupil follow-up services with the tax-levy classroom teachers.

PROGRAM FOR ADOLESCENTS IN CORRECTIVE INSTITUTIONS
RIKERS ISLAND

DISTRICT	**FUNCTION NO.**	**BUDGET**
Central Program Special Schools	0941695	$ 238,516
PARTICIPANTS	**GRADE LEVEL**	**NO. OF SCHOOLS**
260	Non-graded	2
PROFESSIONALS	**PARAPROFESSIONALS**	**TIME OF OPERATION**
9	2	School Year, 8:40-3:00 After school, 4 hours per week

The programs at the Men's House of Detention (P-189-X) provides 200 inmates with remedial reading, remedial mathematics, English as a second language and supportive guidance services. The program at the Women's House (P-233-X) provides, for up to 60 female adolescents, remedial mathematics via the medium of a mathematics-business machine laboratory. There is also an after-school tutorial program in mathematics.

INDIVIDUALIZED INSTRUCTION FOR PHYSICALLY HANDICAPPED AND MENTALLY RETARDED CHILDREN IN SPECIAL SCHOOLS

DISTRICT	FUNCTION NO.	BUDGET
Central Program Special Schools	0941696	$ 258,274
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
350	Non-graded	13
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
2	35	School Year, 8:40-6:20

This program provides increased instructional time through the use of paraprofessional services for small-group and individual instruction in remedial and tutorial modes in reading and mathematics. The schools participating in the program include all 6 Hospital Schools, all 5 Occupational Training Centers, the School for the Deaf and the School for Language and Hearing Impaired. Two teacher specialists (one in reading and one in mathematics) will coordinate and articulate the program and arrange for paraprofessional training and supervision.

BILINGUAL PUPIL SERVICES

DISTRICT	FUNCTION NO.	BUDGET
Central Program	0941698	$ 1,024,049
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
2100	1-8	25-30
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
9	141	School Year, 8:40-3:00

The primary aim of the Bilingual Pupil Services Program is to promote the linguistic and academic progress of those Title I eligible Spanish-speaking children whose achievement levels are below the grade level of the district and city as a whole. Towards the achievement of this goal, 141 bilingual paraprofessionals will be placed in the participating Title I schools where they will assist the teacher in providing the children with bilingual instruction in reading and mathematics. The children will be served by a competent bilingual staff as a result of the in-service training given to the paraprofessionals in teaching reading and mathematics to the bilingual learner and in developing curriculum bilingual material that will meet the pupils' needs. Both the participating pupils and paraprofessionals will be provided with administrative and supportive services under the office of Bilingual Education.

TITLE I GUGGENHEIM MUSEUM CHILDRENS PROGRAM: LEARNING TO READ THROUGH THE ARTS

DISTRICT	FUNCTION NO.	BUDGET
Central Program	0941699	$ 96,116
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
130	4-6	77
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
16	6	Nov.-May;9:30-4:30 on Sat.;3-6, Tues. &Thurs.

This after-school and all day Saturday program will focus on the improvement of reading and reading skills through participation and interest in the arts, diagnosis and correction of reading weaknesses in reading workshops, and increased interest in academic curriculum areas. The children, ages 10-12, participate in reading oriented art workshops in drawing, photography, dance, animation, theatre, mixed-media, music, painting, printmaking, super 8 film-making, puppetry, sculpture, crafts, communication arts, and arts and cultures of American peoples. Field trips to theatre, dance, cinema performances, other museums, galleries, libraries and special events are scheduled for Saturday.

ESEA TITLE I CENTRAL PROGRAMS FOR SCHOOL YEAR 1973-74

FUNCTION NO.	PROGRAM	REVISED BUDGET AS OF JAN. 31, 1974
CENTRAL PROGRAM - SPECIAL EDUCATION AND PUPIL PERSONNEL SERVICES		
0949602	Evaluation Cost	$ 66,627
0949603	Transitional Classes Program	473,828
0949604	Classes for Doubly Handicapped	405,710
0949605	Step-up Program	101,433
0949606	Multi-Modality Instructional Skills Program	765,276
0949600*	O. S. E. P. P. S. Educational Diagnostic and Multi-Modality Prescriptive and Instruction Program	383,776
0949607*	O. S. E. P. P. S. Multi-Sensory Reading and Mathematics Instruction Program	838,336
0949608*	O. S. E. P. P. S. Multi-Experiental Reading and Mathematics Program for Emotionally Handicapped Children	299,280
	Total Amount Budgeted	$ 3,334,266

*Modifications

ESEA TITLE I CENTRAL PROGRAMS FOR SUMMER 1973

CENTRAL PROGRAM - SPECIAL EDUCATION AND PUPIL PERSONNEL SERVICES

0941624	Evaluation Cost	$ 9,567
0941625	Administrative Budget	6,746
0941626	Transitional Classes Program	50,810
0941627	Classes for Doubly Handicapped	68,708
0941628	Summer Program for Mentally Retarded Trainable Children and Educable Pupils	94,208
0941629	Evaluation and Placement	75,511
	Total Amount Budgeted	$ 305,550

TRANSITIONAL CLASSES

DISTRICT	FUNCTION NO.	BUDGET
Central Program Special Education	0949603	$ 449,640
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
310	4-12	8 Centers
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
17	10	School Year, 8:40-3:00

The Transitional Program will offer supplementary reading and mathematics instructional services to 310 Title I eligible severely emotionally handicapped pupils, 9 to 20 years of age in 8 centers. Individualized and small-group instruction through multimedia and multi-sensory approaches will be provided to improve participants' reading and mathematics achievement. Prerequisities for admission include: academic deficiency as indicated by below grade achievement in reading; history of severe emotional handicap; enrollment in the New York City Board of Education tax-based Special Services Program for the emotionally handicapped.

CLASSES FOR DOUBLY HANDICAPPED

DISTRICT	FUNCTION NO.	BUDGET
Central Program Special Education	0949604	$ 376,439
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
250	Non-graded	7 Centers
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
11	21	School Year, 8:40-3:00

The criteria for selection of Title I eligible pupils in the Doubly Handicapped Program will be severe educational deprivation; diagnosed as mentally retarded-low trainable to moderate retardation; one or more physical handicaps. Emphasis will be placed on supplementary remediation of reading and mathematics through diagnosis of difficulties and individualized prescriptive plans. Multi-media and multi-modality techniques and materials will be utilized. Services of occupational and physical therapists will be provided.

STEP-UP PROGRAM

DISTRICT	FUNCTION NO.	BUDGET
Central Program Special Education	0949605	$ 72,064
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
50	2-4	1
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
3	2	School Year, 8:40-3:00; 3:00-4:30

The Title I eligible pupils to be served in this program have severe educational deprivation. They are functionally retarded pupils who present severe learning disabilities, low academic achievement and score on the borderline of the retarded range of the Wechsler Intelligence Scale for children. The supplementary instructional program will be based on diagnosed needs and prescribed plans to improve basic skills in reading and mathematics.

MULTI-MODALITY INSTRUCTIONAL SKILL PROGRAM FOR THE HANDICAPPED

DISTRICT	FUNCTION NO.	BUDGET
Central Program Special Education	0949606	$ 898,464
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
600	Non-graded	6
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
41	18	School Year, 8:40-3:00

Title I eligible pupils from Special Education classes will be selected for this program who exhibit deficiencies in reading and mathematics below their potential and expected achievement levels. They will be chosen from among the following groups of handicapped students: neurologically impaired, language impaired, emotionally disturbed, mentally retarded. A multi-modality approach focused on the implementation of multi-sensory techniques and materials will be utilized to remediate mathematics and reading deficiencies.

COLLEGE BOUND

DISTRICT	FUNCTION NO.	BUDGET
Central Program	0949609	$ 7,426,405
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
8400	9-12	23
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
228	177	School Year, 8:40-3:00; After School Tutoring

The goals of the College Bound program are to improve reading and mathematics skills. College and career orientation is used as a vehicle to help effect this improvement. Supplementary classes in reading and mathematics with maximum class size of 20 are provided for pupils in the program. A cultural program related to improving mathematics and reading skills and a program of intensified guidance as well as in-classroom paraprofessionals and tutoring are also available. There is a small bilingual component in schools with a large group of Spanish speaking pupils.

COLLEGE DISCOVERY AND DEVELOPMENT PROGRAM

DISTRICT	FUNCTION NO.	BUDGET
Central Program	0949610	$ 586,499
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
1400	9-12	3
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
21	9	School Year; 6 Hrs. 20 Min.

This program is designed to discover and develop the potential of underachieving Title I pupils in 3 high schools. It is a tax-levy program with supplementary remediation in reading and mathematics and intensive guidance assistance provided by this Title I component. It is designed to achieve improvement in reading and mathematics skills. A major emphasis is made on improving the attitudes of pupils toward reading and mathematics and findings ways to reach them through adaptive methods and techniques, special materials, and intensive individualized prescriptive remediation.

ESEA TITLE I CENTRAL PROGRAMS FOR SCHOOL YEAR 1973-74

FUNCTION NO.	PROGRAM	REVISED BUDGET AS OF JAN. 31, 1974
CENTRAL PROGRAM - HIGH SCHOOLS		
0949612	Evaluation Cost	$ 36,035
0949613	Skills Remediation in Reading	3,637,131
0949614	Native Language Arts	847,534
0949615	Skills Teaching to Accelerate Reading for High School Pupil-Reading Below Grade 5	2,866,501
0949616	Remedial Mathematics Skills	4,246,150
0949617	Reading Skills Laboratory for Alternative High Schools	347,015
0949618	Remediation Program for Academies	156,441
0949619	Benjamin Franklin Unit	275,112
0949620	Special Reading Program for George Washington High School	24,130
0949621	Family Liaison (Modification 1)	450,639
	Total Amount Budgeted	12,886,688
CENTRAL PROGRAM - HIGH SCHOOLS OPTIONAL ASSIGNMENT		
0949672	Evaluation Cost High School O. A.	13,537
0949673	Remedial Reading Skills for O. A. Title I Pupil High School O. A.	1,735,479
0949674	Remedial Mathemathics Skills for O. A. Title I Pupil High School O. A.	1,416,322
	Total Amount Budgeted	$ 3,165,338
CENTRAL PROGRAM - HIGH SCHOOLS SUMMER 1973		
0941612	Evaluation Cost	$ 5,929
0941613	District Administrative Budget	5,765
0941614	Remedial Reading	100,292
0941615	Remedial Reading ESL Pupils	40,624
0941616	Homework Helper	101,075
	Total Amount Budgeted	$ 253,685

SKILLS REMEDIATION IN READING

DISTRICT	FUNCTION NO.	BUDGET
Central High School Program	0949613	$ 3,450,899
PARTICIPANTS	**GRADE LEVEL**	**NO. OF SCHOOLS**
8925	9-12	35
PROFESSIONALS	**PARAPROFESSIONALS**	**TIME OF OPERATION**
119	-	School Year, 6 Hrs. 20 Min.

This program is designed to provide individualized instruction to pupils in Title I schools who are reading 2 or more years below grade level by using diagnostic-prescriptive techniques in a skills center. Pupils attend a daily period of reading instruction supplemental to their regular English class. Class size is limited to fifteen students.

NATIVE LANGUAGE ARTS

DISTRICT	FUNCTION NO.	BUDGET
Central High School Program	0949614	$ 1,109,938
PARTICIPANTS	**GRADE LEVEL**	**NO. OF SCHOOLS**
1500	9-12	27
PROFESSIONALS	**PARAPROFESSIONALS**	**TIME OF OPERATION**
40	40	School Year, 6 Hrs. 20 Min.

This component is designed for pupils who are foreign-language speaking and whose ability to read and write in their native language and in English is not adequate enough to permit any degree of success in school. Daily classes are small enough to permit individualized instruction that includes basic language arts, phonology, vocabulary, language structure, etc.

SKILLS TEACHING FOR HIGH SCHOOL PUPILS READING BELOW GRADE 5

DISTRICT	FUNCTION NO.	BUDGET
Central High School Program	0949615	$ 2,749,119
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
7,000	9 and 10	31
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
95	95	School Year, 6 Hrs. 20 Min.

This component provides daily remedial reading instruction to supplement the regular English classes of pupils reading below fifth grade level. Classes are small enough to permit small-group and individualized instruction, including word attack skills, dictionary, vocabulary, and word study skills.

REMEDIAL MATH SKILLS

DISTRICT	FUNCTION NO.	BUDGET
Central High School Program	0949616	$ 4,190,338
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
10,400	9-12	35
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
129	129	School Year, 6 Hrs. 20 Min.

This component is designed to raise the mathematical and computational levels of those pupils whose achievement is 2 or more years below grade level by providing daily instruction in small classes. Special methods and materials are used in small-group and individualized activities. Calculators and computors are used to improve understandings and instruction and to serve as stimulation to learning mathematics skills.

READING SKILLS LABORATORIES FOR ALTERNATIVE SCHOOLS

DISTRICT	FUNCTION NO.	BUDGET
Central High School Program	0949617	$ 347,073
PARTICIPANTS	**GRADE LEVEL**	**NO. OF SCHOOLS**
748	10-12	15
PROFESSIONALS	**PARAPROFESSIONALS**	**TIME OF OPERATION**
15	-	School Year, 6 Hrs. 20 Min.

This program provides individualized instruction to pupils reading 2 or more years below grade level using diagnostic-prescriptive techniques in a skills center. Pupils attend a daily period of reading instruction supplemental to the regular English class. Class size is limited to 15, with individual pupils receiving instruction based on an analysis of their needs.

REMEDIATION PROGRAM FOR ACADEMIES

DISTRICT	FUNCTION NO.	BUDGET
Central High School Program	0949618	$ 155,359
PARTICIPANTS	**GRADE LEVEL**	**NO. OF SCHOOLS**
190	10-12	2
PROFESSIONALS	**PARAPROFESSIONALS**	**TIME OF OPERATION**
4	8	School Year, 6 Hrs. 20 Min.

This component aims to raise the reading and math levels of pupils in the Benjamin Franklin and George Washington alternative high schools who have had difficulty in adjusting to traditional school patterns. Daily classes in remedial reading and math supplement regular tax-levy classes. School-neighborhood workers assist in the classroom and work with youngsters on an individual basis, providing personal guidance services in addition to tutoring and direct instructional help.

BENJAMIN FRANKLIN UNIT PROGRAM

DISTRICT	FUNCTION NO.	BUDGET
Central High School Program	0949619	$ 275,099
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
600	9 and 10	1
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
9	12	School Year, 6 Hrs. 20 Min.

This program supplements the tax-levy program for pupils in ninth and tenth grades who are 2 or more years retarded in reading and arithmetic by providing small classes in remedial reading and arithmetic with individual and small-group instruction. Classes meet five times a week. Workshop techniques and short-term units of work are used in conjunction with specialized instructional and audio-visual material.

SPECIAL READING PROGRAM AT GEORGE WASHINGTON HIGH SCHOOL

DISTRICT	FUNCTION NO.	BUDGET
Central High School Program	0949620	$ 24,130
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
400	9-12	1
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
-	4	School Year, 6 Hrs. 20 Min.

This component services those pupils who are reading below grade level in reading laboratories set up by the Educational Developmental Laboratories. In addition, teacher training and diagnostic, consultative, and monitoring services are provided. Activities include diagnosis of reading disabilities, individual instruction and remediation.

REMEDIAL READING FOR OPTIONAL ASSIGNMENT HIGH SCHOOL PUPILS

DISTRICT	FUNCTION NO.	BUDGET
Central High School Program	0949673	$ 1,735,479
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
6000	9-12	26
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
74	74	School Year, 6 Hrs. 20 Min.

This program is designed to provide individualized instruction to optional assignment pupils in non-Title I schools who are 2 or more years below grade level by using diagnostic-prescriptive techniques in a skills center. Pupils attend a daily period of reading instruction supplemental to their regular English class. Class size is limited to fifteen students.

REMEDIAL READING FOR OPTIONAL ASSIGNMENT HIGH SCHOOL PUPILS

DISTRICT	FUNCTION NO.	BUDGET
Central High School Program	0949674	$ 1,416,322
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
4500	9-12	25
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
59	59	School Year, 6 Hrs. 20 Min.

This program aims to help pupils whose mathematics level is 2 or more years below grade level in order to raise their mathematical and computational ability. Each pupil attends a daily period in a class limited to 15 pupils. Instructional activities include individualized instruction, workbook drills, use of drill kits and teacher prepared materials. Calculators and computers are used to check responses in drill exercises and to provide a fresh stimulation to learning mathematics skills.

ESEA TITLE I CENTRAL PROGRAMS FOR SCHOOL YEAR 1973-74

FUNCTION NO.	PROGRAM	REVISED BUDGET AS OF JAN. 31, 1974
CENTRAL PROGRAM - NONPUBLIC SCHOOLS		
0949626	Corrective Reading	$ 2,691,007
0949627	Corrective Mathematics	1,954,751
0949628	English as a Second Language	926,115
0949629	Clinical Guidance	2,344,262
0949630	Speech Therapy	645,314
0949631	Handicapped Children	302,006
0949632	Homework Helper	115,885
0949633	Evaluation Cost	69,795
	Total Amount Budgeted	$ 9,049,135 *

Nonpublic School Budget:		$ 8,310,805
Plug-ins From Districts:		738,330
Total Umbrella:	*	$ 9,049,135

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*Includes "Plug-ins" of $738,330 to central nonpublic school programs from districts. A "Plug-in" is an augmentation of the services of a central Title I nonpublic school component using decentralized nonpublic school funds for eligible pupils in a district's nonpublic schools.

CITY-WIDE REMEDIAL SERVICES FOR ELIGIBLE NONPUBLIC SCHOOL PUPILS

DISTRICT	FUNCTION NO.	BUDGET
Central Program	0949625-32	$ 9,049,135
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
18,219	1-12	218
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
498	110	School Year, 8:40-3:00; 3:30-5:30

This umbrella project is designed to provide comprehensive remedial services in the areas of reading, mathematics, and English as a second language. The supportive services of Clinical Guidance and Speech Therapy are provided according to the needs of the participating children. Thus, remediation is provided through a multiple thrust of instruction and supportive programs which provide services of equal importance in compensating for the multiple causes of educational deprivation. Services for eligible handicapped pupils are provided through a program of individualized instruction. Descriptions of the seven components which compute this project are on the following pages.

CORRECTIVE READING SERVICES FOR ELIGIBLE NONPUBLIC SCHOOL PUPILS

DISTRICT	FUNCTION NO.	BUDGET
Central Program	0949626	$ 2,691,007
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
13,032	2-12	210
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
200	-	School Year, 8:40-3:00; 3:30-5:30

This program provides supplementary corrective reading services for small groups of eligible children attending nonpublic schools in grades 2 through 12. The objectives of the program are designed to improve the reading achievement of the participating pupils through a variety of remedial approaches. Group registers and the frequency of instructional sessions are determined by grade level of the participants, severity of reading retardation, school schedules, and recommendation of the principal.

CORRECTIVE MATHEMATICS SERVICES FOR ELIGIBLE NONPUBLIC SCHOOL PUPILS

DISTRICT	FUNCTION NO.	BUDGET
Central Program	0949627	$ 1,954,751
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
8000	2-10	148
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
125	-	School Year, 8:40-3:00; 3:30-5:30

This program provides remedial mathematical instruction to eligible pupils in grades 2 through 10. Emphasis is placed on the development of conceptional and computational and problem solving skills. A wide variety of manipulative materials is used to stimulate and sustain pupil interest in learning activities. Modern pedagogical techniques are employed for developing skill in working with whole numbers, rational numbers and measurement. Evaluation of pupil progress is provided through analysis of pre-and post-testing results.

ENGLISH AS A SECOND LANGUAGE FOR ELIGIBLE NONPUBLIC SCHOOL PUPILS

DISTRICT	FUNCTION NO.	BUDGET
Central Program	0949628	$ 926,115
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
4663	1-12	89
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
81	-	School Year, 8:40-3:00

This program provides instruction in English for eligible pupils enrolled in the nonpublic schools who are deficient in the use of English as the result of a foreign language background. The participating pupils will experience language in socio-cultural and functional settings through an audio-lingual-kinesthetic approach in the initial stages. Oral and written language activities will be emphasized to develop proficiency in English usage.

CLINICAL GUIDANCE SERVICES FOR ELIGIBLE NONPUBLIC SCHOOL PUPILS

DISTRICT	FUNCTION NO.	BUDGET
Central Program	0949629	$ 2,344,262
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
4854	1-12	160
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
108	-	School Year, 8:40-3:00

This program will provide supportive clinical and guidance services to eligible nonpublic school pupils participating in Corrective Reading, Corrective Mathematics or English as a Second Language Components. The staff of guidance counselors, school psychologists, social workers and psychiatrists will evaluate pupil problems and will use remedial techniques to remove blocks to normal achievement so that the pupils referred can benefit from the remediation provided. Parents of referred eligible children will be involved so as to insure their understanding and cooperation.

SPEECH THERAPY SERVICES FOR ELIGIBLE NONPUBLIC SCHOOL PUPILS

DISTRICT	FUNCTION NO.	BUDGET
Central Program	0949630	$ 645,314
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
4165	1-12	168
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
59	-	School Year, 8:40-3:00; 3:30-5:30

This program is designed to provide Speech Therapy and Language Development for eligible pupils in designated nonpublic schools who have the additional handicap of defective speech and/or a deficit in linguistic functioning. Children in the program will be selected by referrals made by the classroom teachers, other Title I component personnel, and screening by speech improvement teachers. Pupils in grades two through twelve will receive therapy to correct specific disorders of speech and language one-half hour a week. Groups will consist of approximately four or five children.

SERVICES FOR HANDICAPPED CHILDREN ATTENDING NONPUBLIC SCHOOLS

DISTRICT	FUNCTION NO.	BUDGET
Central Program	0949631	$ 302,006
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
300	Non-graded	15
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
23	-	School Year, 8:40-3:00

This is a multi-disciplinary project which is coordinated to provide the services of the remedial reading teacher, art teacher, speech therapist, social worker and psychologist. Their activities are conducted to overcome the handicapped pupils' reading and language disabilities, to improve their educational functioning and to enhance their potential. The participants, including mentally retarded, visually limited, acoustically handicapped and emotionally disturbed, receive these specialized services on an individual basis.

HOMEWORK HELPER SERVICES FOR ELIGIBLE NONPUBLIC SCHOOL PUPILS

DISTRICT	FUNCTION NO.	BUDGET
Central Program	0949632	$ 115,885
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
300	2-6	10
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
10	110	School Year, 8:40-3:00; 3:30-5:30

This program is designed to improve competency in the skills of reading and mathematics. In each program center, high school tutors are employed to provide individualized remedial assistance to pupils participating in the nonpublic school Corrective Reading and Corrective Mathematics Components. A master teacher is in charge in each program center.

ESEA TITLE I CENTRAL PROGRAMS FOR SCHOOL YEAR 1973-74

CENTRAL PROGRAM - INSTITUTIONALIZED CHILDREN

FUNCTION NO.	PROGRAM	REVISED BUDGET AS OF JAN. 31, 1974
0949637	Big Brothers Inc.	$ 16,518
0949638	Catholic Guardian Society	49,947
0949639	Girls Town	10,145
0949640	St. Barnabas House	23,006
0949641	Edenwald School	23,175
0949642	Joseph P. Kennedy Home	56,701
0949643	Woodycrest Youth Service	27,369
0949644	Childville, Inc.	10,488
0949646	St. Joseph Children's Service	23,190
0949647	St. Vincent's Hall, Inc.	48,832
0949648	Brooklyn Home/Children	10,042
0949649	Ottilie Home For Children	15,515
0949650	Q.S.P.C.C. Inc.	22,465
0949651	St. John's Home For Boys	49,314
0949652	Hebrew Childrens Home Inc.	9,322
0949653	Friendly Homes Inc.	3,977
0949654	Ohel Childrens Home	7,321
0949655	Divine Providence Shelter	17,669
0949656	St. Helena's Residence	3,813
0949657	St. Michael's Home	54,882
0949658	Mission Of The Immaculate Virgin	182,925
0949659	Cardinal McClosky Home	4,842
0949660	Lutheran Community Services - Bronx	8,315
0949661	Lutheran Community Services Inc., Tiding Over Home	3,681
0949662	McMahon Memorial Shelter	7,068
0949663	Hillcrest Center For Children Inc. Annex	3,960
0949664	Henry Ittleson Center	7,682
0949665	Jennings Hall For Boys	38,199
0949666	Callagy Hall For Girls	45,575
0949667	Children's Center	12,677
0949668	Evaluation Cost	20,041
0949669	Odyssey House	12,755
0949670	Marian Hall	5,388
0949645	Project Coordination Program	50,910
	Total Amount Budgeted	$ 887,709

ESEA TITLE I CENTRAL PROGRAMS FOR SUMMER 1973

FUNCTION NO.	PROGRAM	REVISED BUDGET AS OF JAN. 31, 1974
	CENTRAL PROGRAM - INSTITUTIONALIZED CHILDREN	
0941637	Administrative Budget	$ 6,211
0941639	Barrett House - Girls Town	917
0941642	Lt. J.P. Kennedy Home	3,300
0941643	Woody Crest Youth Service	880
0941644	Childville, Inc.	5,478
0941645	Mercy Home For Children	13,468
0941648	Brooklyn Home For Children	954
0941650	Queensboro Society (Q.S.P.C.C.)	6,817
0941651	St. John's Home For Boys	13,046
0941654	Friendly Homes Inc.	587
0941656	Divine Providence Shelter	4,896
0941658	St. Michael's Home	30,120
0941659	Mt. Loretto - Mission of Immaculate Virgin	60,147
0941661	Lutheran Community Services, Bronx	1,432
0941669	Evaluation Cost	1,700
	Total Amount Budgeted	$ 149,953

EDUCATIONAL SERVICES FOR PUPILS IN CHILD CARING INSTITUTIONS FOR THE NEGLECTED AND DELINQUENT

DISTRICT	FUNCTION NO.	BUDGET
Central Program	0949636	$ 887,709
PARTICIPANTS	GRADE LEVEL	NO. OF SCHOOLS
1950	K-12	32 Institutions
PROFESSIONALS	PARAPROFESSIONALS	TIME OF OPERATION
214	40	School Year, 8:40-3:00; 3-5, 7-9

The program for Institutionalized Children offers compensatory and supplementary services to children in private child-caring institutions. The program was developed by the Board of Education in close cooperation with the institutions in order to insure meeting the special needs of the children involved. All programs have been designed to help improve children's abilities in reading and/or mathematics.

SECTION IV

APPENDIX

BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF FUNDED PROGRAMS
BUREAU OF ESEA TITLE I

BEST COPY AVAILABLE

SUMMARY OF ESEA TITLE I PLANNING MONIES DISTRIBUTED IN 1973-74 TO CENTRAL DISTRICTS, DECENTRALIZED COMMUNITY DISTRICTS AND MULTI-DISTRICT PROGRAMS FOR ELIGIBLE CHILDREN IN TARGET SCHOOLS, OPTIONAL ASSIGNMENT SCHOOLS AND NONPUBLIC SCHOOLS AS OF MARCH 29, 1974

Decentralized District-Public	Amount	Percent of Total
Target Schools	$ 116,430,189	65.37
Optional Assignment	3,799,533	2.14
	$ 120,229,722	67.51
Central Districts		
High Schools		
Target Schools	$ 28,705,164	16.12
Optional Assignment	4,014,689	2.25
	$ 32,719,853	18.37
Special Education & Pupil Personnel Services	$ 4,684,972	2.63
Special Schools		
Target Eligibles	$ 2,364,867	1.33
Institutionalized Children	1,672,340	.94
	$ 4,037,207	2.27
Total Central-Public	$ 41,442.032	23.27
Nonpublic Schools		
Centralized	$ 9,942,793	5.58
Decentralized	3,314,266	1.86
Total Nonpublic	$ 13,257,059	7.44
Total Central & Decentralized Districts	$ 174,928,813	98.22
Multi-District Programs		
Follow Through	$ 1,469,020	.82
Guggenheim Museum Program	96,117	.05
Better Bilingual Education	847,936	.48
Corrective Reading/Mathematics and Bilingual Education for Pregnant Girls	761,422	.43
Total Multi-District	$ 3,174,495	1.78
Total Public & Nonpublic	$ 178,103,308	100.00

BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF FUNDED PROGRAMS
BUREAU OF ESEA TITLE I

ESEA TITLE I 1973-74-SUMMARY OF PLANNING MONIES DISTRIBUTED TO DISTRICTS FOR ELIGIBLE CHILDREN IN TITLE I TARGET SCHOOLS, OPTIONAL ASSIGNMENT SCHOOLS AND NONPUBLIC SCHOOLS AS OF MARCH 29, 1974

District	Planning Monies Title I Target Schools	Planning Monies Optional Assignment	Total Public	Planning Monies Nonpublic	Total Public and Nonpublic
Manhattan					
1	$ 4,151,355	-	$ 4,151,355	$ 82,259	$ 4,233,614
2	2,679,307	$ 110,330	2,789,637	241,748	3,031,385
3	4,407,661	-	4,407,661	133,025	4,540,686
4	3,950,217	-	3,950,217	149,351	4,099,568
5	4,460,702	-	4,460,702	81,889	4,542,591
6	3,536,482	34,795	3,571,277	190,193	3,761,470
Total Man.	$ 23,185,724	$ 145,125	$ 23,330,849	$ 878,465	$ 24,209,314
Bronx					
7	$ 6,914,682	-	$ 6,914,682	$ 139,785	$ 7,054,467
8	6,072,784	$ 17,721	6,090,505	73,631	6,164,136
9	7,944,141	-	7,944,141	149,147	8,093,288
10	4,067,337	139,184	4,206,521	113,294	4,319,815
11	915,734	498,554	1,414,288	22,650	1,436,938
12	8,195,353	-	8,195,353	108,801	8,304,154
Total X	$ 34,110,031	$ 655,459	$ 34,765,490	$ 607,308	$ 35,372,798
Brooklyn					
13	$ 5,516,044	-	$ 5,516,044	$ 202,799	$ 5,718,843
14	6,604,488	-	6,604,488	308,649	6,913,137
15	5,877,587	$ 29,637	5,907,224	314,981	6,222,205
16	4,456,459	-	4,456,459	88,469	4,544,928
17	5,210,517	-	5,210,517	137,764	5,348,281
18	1,612,082	132,566	1,744,648	19,580	1,764,228
19	6,322,723	2,122	6,324,845	87,693	6,412,538
20	1,169,493	230,844	1,400,337	127,285	1,527,622
21	1,200,045	433,941	1,633,986	25,756	1,659,742
22	220,234	387,807	608,041	19,854	627,895
23	5,279,686	-	5,279,686	31,436	5,311,122
32	5,525,381	-	5,525,381	135,230	5,660,611
Total K	$ 48,994,739	$ 1,216,917	$ 50,211,656	$ 1,499,496	$ 51,711,152
Queens					
24	$ 1,006,119	$ 270,731	$ 1,276,850	$ 31,879	$ 1,308,729
25	-	256,304	256,304	2,160	258,464
26	-	554,346	554,346	981	555,327
27	2,358,079	176 262	2,534,341	43,961	2,578,302
28	1,920,580	380,536	2,301,116	39,860	2,340,976
29	2,282,970	56,013	2,338,983	98,528	2,437,511
30	1,384,209	80,626	1,464,835	81,706	1,546,541
Total Q	$ 8,951,957	$ 1,774,818	$ 10,726,775	$ 299,075	$ 11,025,850
Richmond					
31	$ 1,187,738	$ 7,214	$ 1,194,952	$ 29,922	$ 1,224,874
Total R	$ 1,187,738	$ 7,214	$ 1,194,952	$ 29,922	$ 1,224,874
Grand Total	$116,430,189	$ 3,799,533	$120,229,722	$ 3,314,266	$123,543,988

BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF FUNDED PROGRAMS
BUREAU OF ESEA TITLE I

Revised March 29, 1974

Summary of ESEA Title I Numbers of Eligible Children in Target Schools, Optional Assignment Schools and Nonpublic Schools for 1973-74

District	Title I Target Schls. No. of Pupils	Optional Assignment Schls. No. of Pupils	Total Public Schls. No. of Pupils	Nonpublic Schools No. of Pupils	Total Public & Nonpublic Schls. No. of Pupils
Manhattan					
1	9,783		9,783	835	10,618
2	6,314	260	6,574	2,445	9,019
3	10,387		10,387	1,353	11,740
4	9,309		9,309	1,518	10,827
5	10,512		10,512	834	11,346
6	8,334	82	8,416	1,920	10,336
Total M	54,639	342	54,981	8,905	63,886
Bronx					
7	16,295		16,295	1,421	17,716
8	14,311	42	14,353	745	15,098
9	18,721		18,721	1,513	20,234
10	9,585	328	9,913	1,152	11,065
11	2,158	1,176	3,334	230	3,564
12	19,313		19,313	1,107	20,420
Total X	80,383	1,546	81,929	6,168	88,097
Brooklyn					
13	12,999		12,999	2,058	15,057
14	15,564		15,564	3,142	18,706
15	13,851	70	13,921	3,200	17,121
16	10,502		10,502	901	11,403
17	12,279		12,279	1,401	13,680
18	3,799	313	4,112	197	4,309
19	14,900	5	14,905	1,099	16,004
20	2,756	544	3,300	1,291	4,591
21	2,828	1,024	3,852	261	4,113
22	519	915	1,434	200	1,634
23	12,442		12,442	318	12,760
32	13,021		13,021	1,170	14,191
Total K	115,460	2,871	118,331	15,238	133,569
Queens					
24	2,371	638	3,009	325	3,334
25		604	604	22	626
26		1,307	1,307	10	1,317
27	5,557	416	5,973	439	6,412
28	4,526	897	5,423	405	5,828
29	5,380	132	5,512	985	6,497
30	3,262	190	3,452	831	4,283
Total Q	21,096	4,184	25,280	3,017	28,297

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Revised March 29, 1974

Richmond					
31	2,799	17	2,816	304	3,120
Total R	2,799	17	2,816	304	3,120
GRAND TOTAL	274,377	8,960	283,337	33,632	316,969

Unit	Title I Target Schools No. of Pupils	Optional Assignments No. of Pupils	Total Number of Pupils
High Schools	67,646	9,468	77,114
Special Ed.	11,064		11.064
Special Schls.	5,573		5,573
Inst. Children	3,941		3,941
Total Citywide	88,224	9,468	97,692

	Title I Target Schools No. of Pupils	Optional Assignment No. of Pupils	Total Public Schools No. of Pupils	Nonpublic Schools No. of Pupils	Total Public & Nonpublic Schls. No. of Pupils
Districts	274,377	8,960	283,337	33,632	316,969
High Schools	67,646	9,468	77,114		77,114
Special Ed.	11,064		11,064		11,064
Special Schls.	5,573		5,573		5,573
Inst. Children	3,941		3,941		3,941
GRAND TOTAL	362,601	18,428	381,029	33,632	414,661

BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF FUNDED PROGRAMS
BUREAU OF ESEA TITLE I

COMPARATIVE ANALYSIS OF ESEA TITLE I PART A NEW YORK CITY TOTAL ELIGIBLES AND ALLOCATIONS WITH NEW YORK STATE TOTAL ELIGIBLES AND ALLOCATIONS FOR FISCAL YEARS 1966 THROUGH 1974

Fiscal Year	N.Y.S. Total Eligibles	N.Y.C. Total Eligibles	% of N.Y.C. to N.Y.S.	N.Y. State Allocation	N.Y. City Allocation	% of N.Y.C. to N.Y.S.
1966	299,971	178,135	59.38	$109,666,670	$ 65,133,281.40	59.39
1967	405,584	254,793	62.82	111,091,007	69,790,351.63	62.82
1968	468,629	289,464	61.77	115,776,256	71,553,045.66	61.79
1969	567,706	376,944	66.40	113,600,524	75,440,315.61	66.41
1970	651,477	447,370	68.67	170,301,358	116,946,137.00	68.67
1971	699,198	482,256	68.97	191,230,096	132,070,631.80	69.06
1972	788,564	540,313	68.52	193,459,929	132,556,032.00	68.52
1973	812,066	555,886	68.45	220,222,842*	150,749,809.29*	68.45
1974	805,631	575,494	71.43	218,024,439	154,351,189.41	70.80

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* Includes 1972-73 impounded funds released on January 1974.

OFFICE OF FUNDED PROGRAMS
BUREAU OF ESEA TITLE I

COMPARATIVE ANALYSIS OF NATIONAL APPROPRIATION, ALLOCATION TO NEW YORK STATE AND ALLOCATION TO NEW YORK CITY OF ESEA TITLE I PART B SPECIAL INCENTIVE GRANT FOR FISCAL YEARS 1971 THROUGH 1974

Fiscal Year	Federal Appropriation	N. Y. State Allocation	N. Y. City Allocation	N. Y. S. % of Fed. Appropriation	N. Y. C. % of Fed. Appropriation	N. Y. C. % of State Appropriation
1971	$ 6,304,637	$ 945,696	$ 496,963	15.00	7.88	52.55
1972	$ 7,280,737	$ 1,092,111	$ 525,592	15.00	7.22	48.13
1973	$18,014,274*	$ 2,702,352*	$ 1,780,897*	15.00	9.89	65.90
1974	$17,855,113	$ 2,678,267	$ 1,743,763	15.00	9.77	65.11

COMPARATIVE ANALYSIS OF NATIONAL APPROPRIATION, ALLOCATION TO NEW YORK STATE AND ALLOCATION TO NEW YORK CITY OF ESEA TITLE I PART C SPECIAL GRANT FOR FISCAL YEARS 1971 THROUGH 1974

Fiscal Year	Federal Appropriation	N. Y. State Allocation	N. Y. City Allocation	N. Y. S. % of Fed. Appropriation	N. Y. C. % of Fed. Appropriation	N. Y. C. % of State Appropriation
1971	$ 15,295,770	$ 2,604,466	$ 2,330,828	17.03	15.24	89.49
1972	$ 24,572,538	$ 4,156,486	$ 3,590,081	16.92	14.61	86.37
1973	$ 60,686,125*	$10,784,176*	$ 9,020,073*	17.77	14.86	83.64
1974	$ 47,701,044	NOT KNOWN AT THIS TIME				

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* Includes 1972-73 impounded funds released on January 1974.

COMPARISION BETWEEN 1973-74 AND 1974-75 CRITERIA OF ELIGIBILITY FOR TITLE I ESEA SERVICES AND IDENTIFICATION OF PUBLIC SCHOOL OPTIONAL ASSIGNMENT AND NONPUBLIC SCHOOL CHILDREN ELIGIBLE FOR TITLE I ESEA SERVICES

I. Selection of ESEA Title I Target Public School Attendance Areas

1973-74	1974-75
1. Citywide Cutoff	1. Citywide Cutoff
Numerator: The Number of Children Ages 5-17 on AFDC Welfare Rolls* (60%) Weighted With Free Lunch Records of Public Schools **(40%)	Numerator: The Number of Children ages 5-17 on AFDC Welfar rolls (60%)* Weighted With Free Lunch Records of all schools-Public and Nonpublic (40%)** (1)
Denominator: Total Number of Children on Public and Nonpublic School Registers, Institutionalized, and Dropouts***	Denominator: Total Number of Childre on Public and Nonpublic School Registers, Institutionalized and Dropouts***
$\frac{405,634}{1,512,689}$ = 26.8% - Citywide Cutoff	$\frac{440,827}{1,405,835}$ = 31.4% -Citywide Cutoff
2. Eligibility of a School Attendance Area $\boxed{*}$	2. Eligibility of a School Attendance Area
Numerator: The Number of Children in Age Span Appropriate to the Attendance Area on AFDC Welfare Rolls*(60%) Weighted With Free Lunch Records of Public School** (40%)	Numerator: The Number of Children in Age Span Appropriate to th Attendance AREA on AFD Welfare Rolls *(60%) Weighted With Free Lunch Records of Public School* (40%)
Denominator: Total Number of Public School Children on Register of that Attendance Area***	Denominator: Total Number of Public School Children on Registe of that Attendance Area***
* = AFDC Children As Of The First Two Weeks of November, 1972	* = AFDC Children As Of The Final Two Weeks of October, 1973
** = Average Daily Service of Free Lunch, October, 1972	** = Average Daily Service of Free Lunch October 1973
*** = Audited Registers, October 31, 1972	*** = Audited Registers, October 31, 1973
	(1) = New for 1974-75

$\boxed{*}$ A school will be eligible for ESEA Title I services if its low-income percentage is equal to or greater than the city-wide low income cut-off percentage for that particular school year.

COMPARISION BETWEEN 1973-74 AND 1974-75 CRITERIA OF ELIGIBILITY FOR TITLE I ESEA SERVICES AND IDENTIFICATION OF PUBLIC SCHOOL OPTIONAL ASSIGNMENT AND NONPUBLIC SCHOOL CHILDREN ELIGIBLE FOR TITLE I ESEA SERVICES (Cont'd)

II. Identification of Children Eligible for Services in ESEA Title I Target Public Schools

Every child attending an eligible target area public school and reading below minimum competency, as measured by the Metropolitan Achievement Test in Reading, is deemed eligible for ESEA Title I services.

III. Identification of Public School Optional Assignment and Nonpublic School Children Eligible for Title I ESEA Services

1973-74	1974-75
Optional Assignment and/or Nonpublic hool child is eligible for Title I ESEA rvices if he meets the following dual criteria:	An Optional Assignment and/or Nonpublic School child is eligible for Title I ESEA services if he meets the following dual criteria:
1. The school, in the attendance area of his residence, which he would have normally attended had he not opted to attend another public school under Optional Assignment or nonpublic school, is a Title I school and,	1. The school, in the attendance area of his residence, which he would have normally attended had he not opted to attend another public school under Optional Assignment or nonpublic school is a Title I school and,
2. The child is reading below minimum competency as measured by the New York State Reading Tests (PEP Tests Grade 3, 6 and 9)	2. The child is reading below minimum competency, as measured by the Metropolitan Achievement Tests-Reading (MAT) (1) or by the Science Research Associates Tests (1) -Reading in some Nonpublic Schools
	(1) New for 1974-75

3. The Optional Assignment Methodology was also used to identify eligible children in Special Schools and Institutions and Special Education Programs.

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SCHOOL TOTALS: Page____of_____ pages

FORM NO. 2: SURVEY OF TITLE I E.S.E.A. ELIGIBLE PUBLIC SCHOOL/
OPTIONAL ASSIGNMENT PUPILS

FOR AUI USE ONLY
SCHOOL CODE

*SCHOOL NUMBER

ADDRESS

BOROUGH CODE

PREPARED BY

TITLE

PHONE

SIGNATURE OF PRINCIPAL ________________________

COMMUNITY SCHOOL DISTRICT

Borough	Code
Bronx	X
Brooklyn	K
Manhattan	M
Queens	Q
Richmond	R

SAMPLE OF FORM USED BY THE SCHOOLS TO NOMINATE ELIGIBLE OPTIONAL ASSIGNMENT CHILDREN FOR ESEA TITLE I SERVICES.

ACCEPTED ABBREVIATIONS

Avenue	Av
Alley	Al
Boulevard	Blvd
Causeway	Cswy
Circle	Cir
Common	Com
Court	Ct
Drive	Dr
Expressway	Exwy
Freeway	Frwy
Highway	Hwy
Mews	Mews
Motorway	Mtwy
Parkway	Pkwy
Pike	Pke
Place	Pl
Road	Rd
Square	Sq
Street	St
Terrace	Ter
Thruway	Thwy
Turnpike	Tpke
Way	Wy

Please read directions on Form No. 1 before completing this form. Type or print data. Complete all of the above information on each form that you use. Preface test data as follows: P = PEP percentile; M = MAT score; S = SRA score. See Form No. 1 and to the right on this form for alternate data codes (Reading Readiness, Non-English Speaking) to be entered in the education data column.

*Use school numbers assigned by the New York City Board of Education. Preface school number with P.S., I.S. or J.H.S. as appropriate. For high school codes see Form No. 5, High School Code Guide.

ALTERNATE DATA CODES

Reading Readiness	R100
Non English Speaking	N100

FOR AUI USE ONLY

NAMES OF PUPILS ELIGIBLE ON DUAL CRITERIA	RESIDENCE	CLASS GRADE LEVEL	TARGET AREA	EDUCATION DATA DATE	SCHOOL CODE
Last First	St Address Borough Zip	Class Grade	Public School District	Percentile (Score) . Month Year	Code
Last First	St Address Borough Zip	Class Grade	Public School District	Percentile (Score) . Month Year	Code
Last First	St Address Borough Zip	Class Grade	Public School District	Percentile (Score) . Month Year	Code
Last First	St Address Borough Zip	Class Grade	Public School District	Percentile (Score) . Month Year	Code
Last First	St Address Borough Zip	Class Grade	Public School District	Percentile (Score) . Month Year	Code
Last First	St Address Borough Zip	Class Grade	Public School District	Percentile (Score) . Month Year	Code
Last First	St Address Borough Zip	Class Grade	Public School District	Percentile (Score) . Month Year	Code
Last First	St Address Borough Zip	Class Grade	Public School District	Percentile (Score) . Month Year	Code

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SCHOOL TOTALS: Page_____of_____ pages

FOR AUI USE ONLY
SCHOOL CODE

FORM NO. 2: SURVEY OF TITLE I E.S.E.A. ELIGIBLE NONPUBLIC SCHOOL PUPILS

SCHOOL NAME RELIGIOUS AFFILIATION CODE

ADDRESS

PREPARED BY TITLE PHONE

SIGNATURE OF PRINCIPAL ______________________ COMMUNITY SCHOOL DISTRICT

Please read directions on Form No. 1 before completing this form. Type or print data. Complete all of the above information on each form that you use. Preface test data as follows: P = PEP percentile; M = MAT score; S = SRA score. See Form No. 1 and to the right on this form for alternate data codes (Reading Readiness, Non-English Speaking, Handicapped) to be entered in the education data column.

BOROUGH CODE

Borough	Code
Bronx	X
Brooklyn	K
Manhattan	M
Queens	Q
Richmond	R

Affiliation	Code
Roman Catholic Schools located within the Archdiocese of N Y	1
Roman Catholic Schools located within the Diocese of Brooklyn	2
Hebrew Day Schools	3
Greek Orthodox Schools	4
Lutheran Schools	5
Episcopal Schools	6
Ukranian Catholic and all other denominations	7
Nondenominational Schools	8

SAMPLE OF FORM USED BY THE SCHOOLS TO NOMINATE ELIGIBLE NONPUBLIC SCHOOL CHILDREN FOR ESEA TITLE I SERVICES.

ALTERNATE DATA CODES

Reading Readiness	R100
Non English Speaking	N100
Nature of Handicap	Code
Mentally Retarded	H100
Hard of Hearing	H200
Deaf	H300
Speech Impaired	H400
Visually Handicapped	H500
Seriously Emotionally Disturbed	H600
Crippled	H700
Other	H800

ACCEPTED ABBREVIATIONS

Avenue	Av
Alley	Al
Boulevard	Blvd
Causeway	Cswy
Circle	Cir
Common	Com
Court	Ct
Drive	Dr
Expressway	Exwy
Freeway	Frwy
Highway	Hwy
Mews	Mews
Motorway	Mtwy
Parkway	Pkwy
Pike	Pke
Place	Pl
Road	Rd
Square	Sq
Street	St
Terrace	Ter
Thruway	Thwy
Turnpike	Tpke
Way	Wy

NAMES OF PUPILS ELIGIBLE ON DUAL CRITERIA	RESIDENCE	CLASS GRADE LEVEL	TARGET AREA	EDUCATION DATA DATE	FOR AUI USE ONLY SCHOOL CODE
Last First	St. Address Borough Zip	Class Grade	Public School District	Percentile (Score) Month Year	Code
Last First	St. Address Borough Zip	Class Grade	Public School District	Percentile (Score) Month Year	Code
Last First	St. Address Borough Zip	Class Grade	Public School District	Percentile (Score) Month Year	Code
Last First	St. Address Borough Zip	Class Grade	Public School District	Percentile (Score) Month Year	Code
Last First	St. Address Borough Zip	Class Grade	Public School District	Percentile (Score) Month Year	Code
Last First	St. Address Borough Zip	Class Grade	Public School District	Percentile (Score) Month Year	Code
Last First	St. Address Borough Zip	Class Grade	Public School District	Percentile (Score) Month Year	Code
Last First	St. Address Borough Zip	Class Grade	Public School District	Percentile (Score) Month Year	Code

SUMMARY OF ELIGIBLE ESEA TITLE I SCHOOLS 1973-74

Borough	District	Elementary Schools	IS/JHS	Total
Manhattan	1	16	4	20
	2	13	5	18
	3	19	4	23
	4	18	4	22
	5	19	5	24
	6	9	3	12
TOTAL MANHATTAN		94	25	119
Bronx	7	19	6	25
	8	15	6	21
	9	22	6	28
	10	11	6	17
	11	6	1	7
	12	20	5	25
TOTAL BRONX		93	30	123
Brooklyn	13	19	4	23
	14	21	6	27
	15	19	5	24
	16	14	2	16
	17	13	4	17
	18	5	2	7
	19	17	5	22
	20	4	2	6
	21	4	2	6
	22	1	0	1
	23	19	4	23
	32	11	3	14
TOTAL BROOKLYN		147	39	186
Queens	24	2	1	3
	25	0	0	0
	26	0	0	0
	27	13	3	16
	28	6	3	9
	29	11	3	14
	30	6	3	9
TOTAL QUEENS		38	13	51
Richmond	31	7	2	9
TOTAL RICHMOND		7	2	9
	CITYWIDE TOTAL	379	109	488

ELIGIBLE ESEA TITLE I SCHOOLS 1973-74

Borough	District	Eligible Schools - Manhattan Elementary	Total
M	1	15, 122, 63, 140, 4, 188, 134, 19, 110, 160, 61, 64 137, 20, 34, 97	16
M	2	33, 51, 151, 11, 42, 111, 126, 130, 116, 198, 1, 2, 23	13
M	3	179, 76, 180, 185, 149, 165, 144, 84, 113, 163, 9, 75, 191, 87, 166, 199, 207, 208, 145	19
M	4	96, 155, 112, 102, 107, 57, 146, 83, 109, 80, 108, 101, 72, 7, 121, 168, 171, 206	18
M	5	68, 100, 79, 194, 154, 129, 30, 161, 175, 123, 200, 92, 133, 125, 197, 46, 31, 36, 156,	19
M	6	186, 128, 28, 192, 115, 98, 132, 173 , 189	9
		TOTAL BOROUGH MANHATTAN	94

Eligible Schools - Bronx Elementary

X	7	51, 30, 37, 161, 43, 49, 156, 31, 154, 157, 40, 27, 65, 5, 1, 18, 124, 29, 25	19
X	8	140, 62, 48, 146, 75, 60, 130, 39, 100, 107, 93, 119 138, 36 , 232	15
X	9	63, 35, 132, 58, 53, 90, 4, 2, 42, 110, 55, 73, 11, 64, 88, 70, 28, 114, 104, 109, 126 , 235	22
X	10	85, 59, 91, 26, 32, 33, 9, 8, 56, 122, 7	11
X	11	112, 111, 21, 121, 103, 41	6
X	12	50, 54, 23, 6, 66, 129, 92, 67, 20, 99, 150, 57, 61, 47, 77, 34, 102, 234, 134 , 211	20
		TOTAL BOROUGH BRONX	93

ELIGIBLE ESEA TITLE I SCHOOLS 1973-74

Borough	District	Eligible Schools - Brooklyn Elementary	Total
K	13	54, 3, 56, 287, 93, 9, 44, 270, 256, 11, 46, 67, 305, 307, 133, 20, 7, 8, 282	19
K	14	168, 157, 148, 18, 17, 120, 23, 147, 257, 16, 19, 196, 122, 59, 84, 250, 110, 31, 297, 132, 34	21
K	15	32, 15, 29, 1, 172, 124, 261, 321, 10, 38, 27, 107, 230, 169, 154, 94, 39, 58, 131	19
K	16	26, 40, 129, 25, 309, 262, 83, 5, 243, 304, 21, 81, 335, 28	14
K	17	191, 138, 167, 316, 289, 189, 241, 161, 92, 181, 91, 221, 249	13
K	18	268, 244, 242, 219, 235	5
K	19	345, 158, 149, 174, 63, 260, 213, 224, 76, 190, 202, 328, 159, 182, 108, 214, 306	17
K	20	140, 192, 180, 164	4
K	21	188, 288, 80, 90	4
K	22	269	1
K	23	144, 155, 332, 150, 327, 125, 165, 156, 137, 175, 73, 184, 284, 183, 178, 298, 41, 396, 87	19
K	32	45, 75, 86, 106, 113, 116, 123, 145, 151, 274, 299	11
		TOTAL BOROUGH BROOKLYN	147

ELIGIBLE ESEA TITLE I SCHOOLS 1973-74

orough	District	Eligible Schools - Queens Elementary	Total
Q	24	143, 19	2
Q	25		
Q	26		
Q	27	96, 197, 123, 45, 105, 155, 124, 42, 183, 225, 106 215, 47	13
Q	28	40, 48, 50, 160, 140, 86	6
Q	29	116, 136, 35, 95, 15, 147, 37, 52, 134, 118, 36	11
Q	30	171, 76, 111, 17, 150, 112	6
		TOTAL BOROUGH QUEENS	38

		Eligible Schools - Richmond Elementary	
R	31	31, 18, 44, 14, 20, 16, 40	7
		TOTAL BOROUGH RICHMOND	7
		TOTAL ELEMENTARY SCHOOLS CITYWIDE	379

ELIGIBLE ESEA TITLE I SCHOOLS 1973-74

Borough	District	Eligible Schools - Manhattan IS/JHS	Total
M	1	71, 60, 22, 56	4
M	2	29, 70, 17, 65, 167	5
M	3	88, 118, 54, 44	4
M	4	99, 45, 117, 13	4
M	5	136, 201, 10, 120, 43	5
M	6	164, 143, 52	3
		TOTAL BOROUGH MANHATTAN	25

		Eligible Schools - Bronx IS/JHS	
X	7	162, 139, 155, 151, 149, 38	6
X	8	52, 125, 123, 131, 120, 174	6
X	9	22, 82, 148, 117, 145, 166,	6
X	10	118, 45, 79, 115, 80, 143	6
X	11	142	1
X	12	84, 133,167, 136, 98	5
		TOTAL BOROUGH BRONX	30

ELIGIBLE ESEA TITLE I SCHOOLS 1973-74

Borough	District	Eligible Schools - Brooklyn IS/JHS	Total
K	13	258, 265, 294, 117	4
K	14	33, 71, 49, 50, 126, 318	6
K	15	88, 51, 136, 142, 293	5
K	16	57, 35	2
K	17	210, 61, 320, 246	4
K	18	252, 232	2
K	19	292, 302, 64, 218, 166	5
K	20	220, 223	2
K	21	239, 303	2
K	22		
K	23	263, 271, 55, 275	4
K	32	111, 162, 296	3

TOTAL BOROUGH BROOKLYN 39

ELIGIBLE ESEA TITLE I SCHOOLS 1973-74

Borough	District	Eligible Schools Queens IS/JHS	Total
Q	24	61	1
Q	25		
Q	26		
Q	27	198, 53, 210	3
Q	28	142, 8, 217	3
Q	29	238, 192, 59	3
Q	30	126, 204, 145	3
		TOTAL BOROUGH QUEENS	13

Eligible Schools - Richmond IS/JHS

R	31	61, 49	2
		TOTAL BOROUGH RICHMOND	2
		TOTAL IS/JHS CITYWIDE	109

ELIGIBLE ESEA TITLE I PUBLIC ACADEMIC HIGH SCHOOLS 1973-74

Borough	High School
M	Louis D. Brandeis
	Seward Park
	George Washington
	Julia Richman
	Benjamin Franklin
	John F. Kennedy
	Charles Evans Hughes
	Haaren
	Washington Irving
Total Boro Manhattan	9
X	Morris
	James Monroe
	Theodore Roosevelt
	William Howard Taft
	Adlai Stevenson
Total Boro Bronx	5
K	Eastern District
	Boys
	Franklin K Lane
	Thomas Jefferson
	Bushwick
	John Jay
	George Wingate
	Erasmus Hall
	Prospect Heights
	Bay Ridge
Total Boro Brooklyn	10
Q	Hillcrest
	Richmond Hill
	Andrew Jackson
Total Boro Queens	3
R	
Total Boro Richmond	0
Total Citywide	27

ELIGIBLE ESEA TITLE I PUBLIC VOCATIONAL HIGH SCHOOLS 1973-74

Borough	High School
M	New York School of Printing Mabel Dean Bacon Food and Maritime Trades
Total Boro Manhattan	3
X	Dodge Alfred E. Smith Jane Addams Samuel Gompers
Total Boro Bronx	4
K	Clara Barton Automotive East New York Eli Whitney
Total Boro Brooklyn	4
Q	0
Total Boro Queens	0
R	0
Total Boro Richmond	0
Total Citywide	11

REVIEW OF TITLE I ESEA PROPOSALS AND MODIFICATIONS FOR FORM AND CONTENT

On the following pages a Program Review Checklist (Form #4) is provided entitled Review of Title I ESEA Proposals and Modifications For Form and Content. All Title I umbrellas, components and modifications are reviewed by the Program Development Unit in light of the criteria indicated on this list.

This checklist has been made available as a guide to program writers.

BOARD OF EDUCATION OF THE CITY OF NEW YORK
DIVISION OF FUNDED PROGRAMS
Office of Title I ESEA

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Form #4

REVIEW OF TITLE I ESEA PROPOSALS AND MODIFICATIONS FOR FORM AND CONTENT

Function No.________________

Project Title and Cycle:____

Area Associate:________________________ District/Central Office______________

Contact Person:______________________________ Telephone No._______________

Date Review Initiated:_________________________ Date Completed:_______________

Signature: (A.A.)____________________________

Wherever the response to an item is "No", the Area Associate will so indicate by putting the date the item is reviewed in the "No" column. When the non-compliance is corrected the appropriate date will be placed in the "Yes" column. The Area Associate will give details in the comments column, dating them anecdotally and attach additional blank pages as needed, for longer comments, numbering each comment to correspond with the item number Use N/A (not applicable) where appropriate;e.g. minor modifications which do not create new components, N.P.S. Plug-ins, etc.

REVIEW CRITERION	Use Dates		COMMENTS
	YES	NO	
1. Is the proposal narrative written in the outline format required by the State and are all sections of the format, including Evaluation (design) included?			
2. a) Are the numerical and fiscal data in each section of the proposal application, including the 1-1 back-up data and budget worksheets, clear and complete? b) Is the proposal budget total within the monies still available from the allocations and unexpended reserves?			
3. Are all budgeted items explained in detail and fully supported in the proposal narrative; and conversely are all those items contained in the narrative which require funding included in the budget? (Are broad-category breakdowns for lump sums in materials and supplies provided?)			

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REVIEW CRITERION	Use Dates		COMMENTS
	YES	NO	
4. Are the required forms attached and signed by the authorized persons? 4.1 Project Certification Form 4.2 Non-Public School Form (Title I) 4.3 Advisory Council Forms (#14 and #15)			
5. a) Does the proposal comply with the requirements of the ESEA Title I legislation and those documents which accompany the legislation, such as Regulations, Program Guides and appropriate guidelines? (Federal) b) Does the proposal or modification comply with the laws, by-laws, policies, and contractual obligations of the City of New York, the Board of Education, and/or the State? (City/State)			
6. Does the proposal narrative (Section III, "PLANNING") show evidence of cooperative planning with appropriate groups in the community concerned with the education of children?			
7. Is the assessment of pupil needs comprehensive, and do the objectives and activities of the program grow logically out of these needs? (Is there evidence in the narrative of the data used in this assessment, and is there evidence of the other methodologies of assessment?)			

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REVIEW CRITERION	Use Dates		COMMENTS
	YES	NO	
8. Since instruction of pupils cannot be sub-contracted, is such instruction to be carried out exclusively by employees of the Board of Education? (i.e. is sub-contracting, if employed, confined to staff training, cultural events, and/or evaluation only?)			
9. Is the SED requirement with regard to the per capita dollar expenditure for purposes of CONCENTRATION implemented?			
10. Does the program provide only activities designed to meet the educational priorities formulated by the SED?			
11. a) Are all items of equipment justified and specifically related to the program and its objectives? (If equipment is requested to replace lost or stolen items, does the program provide appropriate documentary proof of loss?) b) Is an inventory of existing Title I equipment showing dates of acquisition, available? (N.B. There is a State form provided for this purpose)			
12. a) Are administrative costs (those not related to direct instruction) for the umbrella, as a whole, (District Administrative Budget) as well as for each component, kept to a minumum, in line with SED limitations?			APPLICABLE TO INDIRECT COSTS

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REVIEW CRITERION	Use Dates		COMMENTS
	YES	NO	
12. b) Are budgeted evaluation costs within the limits set in Dr. Ratchick's letter of 5/8/72? (N.B. This letter encourages districts to spend a minimum of project funds for evaluation, consistent with obtaining the highest quality "hard data" for effective evaluation. An automatic 5% is neither mandated nor recommended. SED recommends ways to achieve this policy.)			
13. Is the proposal, as written responsive to the last available evaluation report? (i.e., are recommendations of the last available evaluation report identified and implemented and if they are not implemented, is there a clear rationale given for each instance of non-implementation?)			
14. Are services limited to eligible Title I children only? a) Is there evidence that the coordinator is prepared to provide a list of the names, addresses, and reading scores of all the pupils scheduled to receive Title I services; i.e., a clearly identified target population? b) Are the schools in which services are located, on the current list of eligible Title I schools or eligible Optional Assignment schools or non-public schools enrolling eligible Title I children?			

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REVIEW CRITERION	Use Dates		COMMENTS
	YES	NO	
15. Is the program supplementary to the regular, locally funded program? (i.e., is there clear evidence that it does not supplant or replace tax-levy funds or responsibilities?)			
16. If funds are budgeted for attendance at meetings or conventions outside the district, are all necessary specific details provided in the narrative with regard to personnel, destinations, reasons for attendance, sponsorship of meetings, etc., and are completed FA 60's attached?			
17. Does the proposal provide for joint in-service and/or pre-service training of professionals and paraprofessionals? If not, are reasons given? (Does the training relate exclusively and entirely to the functions to be performed by the Title I personnel to be employed in the program?)			
18. Does the amount of supportive service bear a reasonable proportion to the direct instructional services to children? (i.e., is the largest bulk spent on direct instructional services?)			
19. Has a resolution for contracted services (evaluation or other) been submitted to the Title I Office?			
20. Has Form #2 (for leases, if required) been submitted to the Title I Office?			

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REVIEW CRITERION	Use Dates		COMMENTS
	YES	NO	
21. Are the FA 50's complete with job descriptions and names and if not, are we provided with a reasonable date by which the names will be provided or the budget line withdrawn?			
22. a) If this is a modification which alters the nature, thrust, or quantitative effort of the original program, is there provision for modifying the evaluation design? b) If this modification creates a wholly new component, is there an evaluation design provided?			
23. If the item above increases the cost of evaluation, are proper procedures being followed to provide such funds in the budget? (If there is no additional evaluation cost, is there such an assurance given, in writing, by the evaluation agency, or by the district, if consultants are used?)			
24. If this is a modification of an existing component, is there an adequate explanation and rationale for each change requested?			
25. If this is a modification creating a new component within the umbrella, are all necessary narrative forms and statistical and fiscal elements provided? Check for: a) Project Certification Form b) Advisory Council Forms (#14 and #15) c) 1-1 Back-up data d) Budget worksheets e) FA 50's as needed f) FA 60's as needed			

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REVIEW CRITERION	Use Dates		COMMENTS
	YES	NO	
26. If the program or modification pertains to nonpublic schools, is there a detailed report on how nonpublic school officials were involved in the planning?			
27. With regard to the item above, is there a completed Nonpublic School Sign-Off Form?			
28. If this is a nonpublic school program, is it clearly stated that pupils to be served will be eligible pupils, for Title I service in accordance with Board of Education and SED requirements?			
29. If the program takes place after school or during the summer, is there clear evidence that participation is available to all Title I eligible children from both public and nonpublic schools?			

CRITERIA FOR APPLICATIONS FOR GRANTS TO LOCAL EDUCATIONAL AGENCIES UNDER TITLE I, ESEA

ESEA TITLE I PROGRAM GUIDE #44
U.S. OFFICE OF EDUCATION

Title I of the Elementary and Secondary Education Act of 1965 requires that the State educational agency make certain determinations "consistent with such basic criteria as the Commissioner may establish...."

These determinations must be made with respect to: selection of project areas: size, scope, and quality of projects and their potential for meeting the needs of educationally deprived children; participation of children enrolled in private schools; coordination of the Title I program with other programs having the same objectives; dissemination of information; methods and procedures for evaluating the results of the program; and the training of education aides.

The following criteria are based on the law and the regulations and were formulated to meet the need for a set of general statements of the essential characteristics of an approvable Title I program. Each criterion (numbered and underlined) is stated as an affirmative "finding" and is followed by an explanation of some of the factors to be considered in developing a program that will meet the criterion.

Each local educational agency should review its Title I program to be sure that none of these criteria has been overlooked before submitting an application to the State educational agency for its approval.

The State educational agency will review the application and advise the applicant which criteria, if any, have not been met. Unless the State edcuational agency finds that each criterion has been met, the application may not be approved.

1. THE SELECTION OF ATTENDANCE AREAS FOR TITLE I PROJECTS

1.1 The attendance areas selected for Title I projects are those areas which on the basis of the best available information have high concentrations of children from low-income families.

Authority: 20 USC 241e(a) (1)

Section 105(a)(1) of Title I requires that projects be designed to meet the needs of educationally deprived children living in school attendance areas with high concentrations of children from low-income families. By regulation the attendance areas with high concentrations of children from low-income families are those areas where the concentration of such children is as high or higher than the average concentration for the district as a whole.

An "attendance area" for the purposes of Title I is an area served by a public school. For each such attendance area data must be secured on (a) the total number of children who according to their ages are eligible to attend the public school serving that area and (b) the number of such children who are from low-income families.

In making this determination it is not necessary to use a particular income level, although a level of $2,000 or $3,000 would be appropriate, but the same level should be used for all attendance areas. In some cases income data are not available or are out-of-date and the number of children from low-income families will need to be estimated on the basis of the number of such children who are in families receiving Aid to Families with Dependent Children (AFDC), or who are receiving free lunches. Housing, health or employment statistics may also be used in estimating the number of children from low-income families in each attendance area. Whatever data are used must be used uniformly throughout an applicant's district.

Normally the attendance units should be ranked according to the percentage of children from low-income families. However, in districts with extremely large variation in the sizes of the populations of its attendance units, such units may be ranked according to the average number of children per attendance unit. If necessary for reasons of equity the attendance units determined to have high concentrations of children from low-income families may include some areas ranked on one basis and some on the other. In such a case, however, the total number of attendance areas accepted as eligible areas for Title I purposes should not exceed the number of such units that would have been eligible if only one basis, i.e., percentage or average number of children from low-income families, had been used.

Elementary and secondary school attendance areas in the same school district may be ranked separately on the basis of the percentage or numerical concentrations of children from low-income families among the children eligible to attend such schools.

In all cases the number of children considered eligible to attend a particular school consists of all children of the appropriate ages including children attending private schools and children who have dropped out of school.

In some cases a whole school district or a group of contiguous school attendance areas may be regarded as a single area of high concentration of children from low-income families. This may be done, however, only if there are no wide variances in the concentrations of children from low-income families.

Some schools have no well-defined attendance area boundaries or receive numbers of children from outside the areas that have been designated for those schools. It may be necessary to base the ranking of the attendance areas for such schools on the percentage or number of children from low-income families actually enrolled in those schools while recognizing that other children, as explained below, will be included in the "target population" if the area is found to have a higher than average concentration of children from low-income families.

The purpose of the attendance area requirement is to identify the "target populations" of children who are to be considered for participation in Title I activities on the basis of educational deficiency and need for special services. Thus, for schools without well-defined boundaries or where children have been transferring in or out on open enrollment or freedom-of-choice plans, the "target population" should include (a) all of the children who are attending the particular public school which on the basis of enrollment has a high concentration of children from low-income families; (b) children who have been attending that school; and (c) children who would be attending that school if they were not attending a private school or another public school under a freedom-of-choice, open enrollment or another plan designed to bring about desegregation.

2. COMPREHENSIVE ASSESSMENT OF NEEDS

2.1 The priority needs of educationally deprived children in the eligible attendance areas (target populations) were determined in consultation with teachers, parents, private school authorities, and representatives of other agencies which have a genuine and continuing interest in such children. The evidence of need and the bases for the assignment of priorities have been documented.

Authority: 20 USC 241e(a) (1)

The term "educationally deprived children" has been defined in the Title I regulations as:

> "...those children who have need for special educational assistance in order that their level of educational attainment may be raised to that appropriate for children of their age. The term includes children who are handicapped or whose needs for such special education assistance result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large." [45 CFR 116.1 (i)]

The first step in the development of a compensatory program to meet the needs of such children is to evaluate the evidence concerning the educational deficiencies of children who live in the eligible attendance areas. If necessary, additional evidence should be secured before extensive programming is undertaken. The evaluation of the previous year's Title I program often provides considerable information concerning the educational deficiencies of children in the areas where Title I projects have been conducted. Specific attention should be given to the information available on educational retardation, results of educational tests, linguistic or racial isolation, welfare and nutrition, physical and mental handicaps and other pertinent information on which the incidence and severity of the needs of children in the project areas can be established.

It is essential that public and private school teachers and other staff members, parents, and representatives of related programs and agencies be involved in the early stages of program planning and in discussions concerning the needs of children in the various eligible attendance areas. They are often able to corroborate or offer insights concerning the evidence of educational deficiencies. They will be much more likely to lend support to a program of special educational services if, as a result of their involvement, they understand the premises on which such a program is based.

Officials of community action, welfare, juvenile protection and other agencies which have responsibilities for helping people--children or adults--overcome the effects of poverty are among those to be consulted concerning their view on the needs of the children in eligible attendance areas.

The objective of the consultations concerning the educational needs of children in the eligible attendance areas should be the development of a carefully documented list of needs in order of priority for the following groups of children:

Preschool Children

The general need for early diagnosis and for compensatory educational services for preschool children in predominatly low-income areas is widely recognized. Many of these children, while yet without regular school experience, already show a lack of intellectual and social growth. Unless they can be motivated and stimulated they are not likely to experience much success in their first years in the regular school program.

The applicant should definitely consider the needs of preschool children in planning its Title I program. Opportunities for children to participate in Project Head Start should be fully explored with the local community action agency, and full advantage should be taken of the availability of this resource. Where Head Start funds are not available or are insufficient, the applicant should give priority consideration to meeting the needs of preschool children through the use of Title I funds or, if possible, through the coordinated use of Head Start and Title I funds.

Community action groups are often interested in programs for preschool children, particularly if they are invloved or have been involved as grantee agencies for Head Start programs funded under the Economic Opportunity Act of 1964. Every effort should be made to assist such groups to secure Head Start grants and thus reduce the demand for similar programs under Title I. In highly impoverished areas a community action agency may be able to provide health and welfare services for preschool children on the basis of financial need while the school-oriented program for all of the children of preschool age living in that area is provided under Title I.

Where Day Care Centers have been established for children in families receiving Aid to Families with Dependent Children (AFDC), the local educational agency in consultation with the Head Start program grantee should explore the possibility of their adding needed educational components to the programs to be conducted in those Centers.

Children in Early Elementary School

The needs of children in the early elementary school grades should be carefully assessed. These children already manifest in their behavior the intellectual and social deprivation that has characterized their lives. There is considerable evidence that special programs can be helpful for educationally deprived children in those grade groups. The development of such a program will require a careful assessment of the particular characteristics, behavioral patterns, and needs of the children who live in the applicant's eligible attendance areas.

Applicants should identify the needs of children in the early elementary school grades to preserve and build on progress they may have made in Head Start and Title I preschool classes. Priority consideration should be given by the applicant to such children in the Title I program in order to avoid interruption of needed enriched services, including health and welfare services which they had been receiving under Head Start or other quality preschool programs. Applicants should be encouraged to consider programs of instruction and services outlined in the criteria for the Follow Through program to assure that sequential learning experiences are made available to children based on preschool and kindergarten preparation for cognitive growth and development.

Children in Later Elementary School and Secondary School Years

It is in the later elementary and secondary school years that educational deficiencies become most apparent and most difficult to treat. By this time many of the children are no longer responding in any positive way to their school environment and are well on their way to becoming dropouts. Their academic and behavioral problems are extremely varied and complex and will require the most careful study in order to establish the needs on which an effective compensatory program can be developed. Remedial programs should be built on a thorough consideration of the potential of individualized instruction, tutoring and personalized guidance services.

Dropouts

The needs of children who have actually dropped out of the regular school program should also receive specific attention. With the help of other agencies these children should be located and identified and every effort should be made to evaluate their educational needs in order to provide a sound basis for the planning of special educational programs to meet those needs.

Children in Institutions

Children in institutions for neglected or delinquent children who have been counted in determining the applicant's allocation, even though they may not be living in an eligible attendance area, are to be considered as eligible for participation in Title I projects. Opportunities should be provided for the participation of such children in services designed to meet their needs.

Handicapped Children

The unmet needs of handicapped children should be considered. It is expected that such children will be included in Title I programs in project areas where the existing level of services for such children is recognized as being inadequate. Diagnostic procedures should be required as a part of all service programs for these children. Coordination with Title VI, ESEA, programs must be demonstrated.

Non-English Speaking Children

Every applicant should be aware of the needs of non-English speaking and bilingual children who live in the eligible attendance areas. Special efforts should be made to meet the needs of these children through Title I or through another program in order that they may learn to participate fully in the life of their community. The strengths of their ethnic backgrounds should be utilized in the development of special programs related to their needs.

The needs of the children in each of the foregoing groups should be stated in behavioral terms and, when appropriate, with reference to objective measures of educational growth or achievement. These needs must be set forth on the Title I application in order of priority.

3. PLANNING

3.1 The Title I program was planned as an integral part of a comprehensive compensatory educational program involving the coordinated use of resources from other programs and agencies.

Authority: 20 USC 241e(a) (1) and 883(c)

While the authority of Title I is directed solely toward the special needs of educationally deprived children, there are other programs and agencies which are also authorized to provide services to meet some of those same needs. It is important, therefore, when the priority needs of the children have been determined, that the various other agencies and program representatives be aware of those needs, particularly with respect to needs for improved nutrition, treatment and prevention of diseases and disabilities, and other needs indirectly related to the educational process.

Many of the other agencies involved in assessing the needs of children have been serving children and parents in various ways and may be receptive to new ideas about how their services can be more effective. If these agencies have new funds or are reprogramming the use of existing funds, it is very important that this be made known to the local public school authorities so that Title I funds are not inadvertently programmed for the same purposes.

The local educational agency itself should also examine the possibility of using other Federal grant programs, such as other titles of ESEA, NDEA, and EPDA, to meet the needs of children in the project areas. For some local educational agencies additional State funds or private funds may be available for this purpose. The Title I application should provide information concerning related programs and the specific provisions that will be made for coordination.

Some of the other agencies may have to follow economic criteria with respect to the selection of children and families for services whereas the local educational agency must use educational criteria in selecting children from among those who live in areas that meet required economic criteria. Many of the same children, however, will be found to be in need of services on grounds of both economic and educational deprivation. Under these circumstances it is important that the agency with the major responsibility and the best resources deliver each of the needed services in coordination with, but without duplication of, the work of the other agencies.

Some program objectives, therefore, will be the primary responsibility of the local Title I program; others will fall to other Federal (direct grant or State plan) programs to be conducted by the local educational agency, to the federally financed programs of other agencies, to various State and local programs and, in some cases, to private agencies. If a Model Cities program or a Neighborhood Services Center is in operation or is being planned, the appropriate program representatives should be consulted concerning the need for the coordination of their programs with the compensatory education program.

The Title I application should present sufficient information to show that the resources available to the local educational agency and to other local agencies have been considered in planning the program and that where appropriate those resources have been committed to certain program objectives. The application should show not only that the resources of other programs were considered in planning but also that there will be appropriate coordination of related services in the actual operation of a comprehensive program.

All proposals to provide health, nutrition, welfare and recreation services under Title I should be fully justified on the basis that the resources of other agencies are not adequate to meet high priority needs for these services.

4. PROGRAM DESIGN

4.1 Consideration has been given to the relationship of the Title I program to the regular school program and to the possibility of modifying that program so as to provide a better base for the addition of supplementary compensatory educational services.

Authority: 20 USC 241e(a) (1)

Probably the most obvious indication of a child's need for special educational assistance under Title I is his inability to respond constructively to the regular school program. In many cases this program can be modified and integrated with the services to be provided under Title I so as to provide the child with a total program adapted to his special needs. In this connection, the requirement that applicants maintain regular school programs in the project areas at the same levels as they would have been maintained if Title I funds were not available applies only to expenditures and not to the program itself.

The Title I program, if it is to be truly supplementary, must be designed to extend and reinforce the regular school program. Insofar as possible, the regular school program, the Title I program and any other special programs should be designed as a total program to meet the needs of the children to be served. This may require revision of the regular school curriculum and will in any event require communication between regular school and Title I staff concerning their respective programs and the ways in which they can be improved to better meet the needs of the educationally deprived children involved in both programs.

4.2 The application shows that the Title I program is based on a consideration of the relative needs of children at all ages and grade levels and is designed to meet a limited number of high priority needs which cannot be met through the regular school program or other programs.

Authority: 20 USC 241e(a)(1)

Title I resources should be concentrated on those children who are **most in need** of special assistance. Normally this process will involve determinations of both the needs of individual groups of children and of the possibilities for success in working with those groups. Decisions should be made in terms of the effectiveness of providing comprehensive services to a limited number of children in a few groups as opposed to the ineffectiveness of spreading diluted services over all eligible children in all groups. Consideration must also be given to the availability of assistance from other agencies and programs for specific groups of children.

4.3 The Title I program is based on clearly stated objectives and desired outcomes and, if executed as planned, will very likely result in reduction of educational deficiency.

Authority: 20 USC 241e(a) (1)

The compensatory education objectives to be met through Title I should be clearly and realistically stated in terms of the types of changes that are sought and the degree of change that is expected by the end of the year as a result of each major activity. Where appropriate, reference should be made to evaluations of similar activities carried on during preceding years, the program changes that have been made as a result of such evaluations, and the types of improved performance expected by the end of the new program year. As applicants gain more and more experience they should become more precise concerning what they expect to accomplish through their Title I programs.

4.4 Due consideration has been given to the provisions of Title I services not only during the regular school year but also during the summer.

Authority: 20 USC 241e(a) (1)

Applicants should examine closely the possibility for meeting urgent needs through summer programs. The summer period provides opportunities for new activities which, while designed to overcome educational deficiency, can be more specifically and extensively adapted to the needs of the children to be served. Special efforts should be made, however, to be sure that the children who participate receive assistance designed to continue the gains they have made in the preceding school year or to prepare them for the next school year's activities under the regular school or the Title I program.

4.5 Educationally deprived children enrolled in private schools will have genuine opportunities to participate in the Title I program on the basis of need as determined by the comprehensive assessment of the needs of all children in the eligible low-income areas. The high priority needs of private school children residing in those areas will be met with services that are comparable in scope and quality to those provided to meet the high priority needs of public school children.

Authority: 20 USC 241e(a) (2)

The applicant's assessment of needs of children at various grade and age levels must include the children in the eligible public school attendance areas who are enrolled in private schools. This assessment is to be carried out in consultation with private school authorities and to provide the basis for (a) determining the special services in which private school children will have genuine opportunities to participate, and (b) selecting the private school children for whom such services are to be provided.

The needs of private school children in the eligible areas may not be identical with those of public school children and, hence, may require different services and activities. Those services and activities, however, must be comparable in quality, scope and opportunity for participation to those provided for public school children with needs of equally high priority. "Comparability" of services should be attained in terms of the numbers of educationally deprived children in the project area in both public and private schools and related to their specific needs, which in turn should produce an equitable sharing of Title I resources by both groups of children.

The application should provide sufficient evidence to assure the State educational agency that the local educational agency will maintain administrative direction and control over Title I activities conducted on private premises. Title I instructional activities and related services, the use of equipment, and all personnel performing services on private premises under the Title I program are to be under the active supervision of the applicant local educational agency.

4.6 The applicant's Title I program will be conducted in a limited number of eligible attendance areas and will provide relatively higher concentrations of services in areas having the highest incidence of poverty.

Authority: 20 USC 241e(a) (1)

The applicant should make sure that the needs of children in eligible areas with the highest incidence of poverty have been met before considering the needs of children in eligible areas in which the incidence is much lower. The program in the areas which the highest incidence should be designed to serve a larger proportion of children and to provide them with a greater variety of services than programs in areas with lesser incidences of poverty.

4.7 Title I services will be programmed so that those services will be concentrated on a limited number of children.

Authority: 20 USC 241e(a) (1)

The Title I program, if it is to have "sufficient size, scope and quality to give reasonable promise of substantial progress," as required by the Act, must be concentrated on a limited number of children. Furthermore, it should be expected that each child will need not a single service but a variety of services which should be provided under Title I, and, if possible, through other agencies. The proposed Title I expenditure per child is an indication of the concentration of effort. The greater the concentration of effort, as indicated by investment per child, the greater the likelihood that the program will have a significant impact on the children in the program. The investment per child on an annual basis for a program of compensatory educational services which supplement the child's regular school activities should be expected to equal about one-half the expenditure per child from State and local funds for the applicant's regular school program. The investment per child per year for a program such as a preschool program which provides all of the services for the child involved should be expected to equal the applicant's full expenditure per pupil from State and local funds.

5. IMPLEMENTATION OF TITLE I PROGRAMS

5.1 The proposed staffing pattern is appropriate for the activities and services to be provided.

Authority: 20 USC 241e(a) (1)

The ratio of project staff to the number of children to be served should be high enough to provide concentrated, individualized services. Use should be made of a variety of personnel other than professional classroom staff. Parents of participating children, volunteers, and persons in the community with special skills should be considered in the selection of the staff needed to provide the specified services.

5.2 Inservice training will be geared specifically to the requirements of the Title I program and the needs of the Title I staff.

Authority: 20 USC 241e (a) (1)

The orientation, indoctrination and development of the personnel who have been selected to conduct the Title I program is probably the most critical phase of the Title I program. The concentration of the Title I program on children who have not been developing satisfactorily under the regular school program indicates the need for new approaches to the development of teaching and other personnel.

The methods of preparing personnel to undertake specific Title I activities and for their continued inservice development should be closely geared to those activities. Furthermore, the inservice training program should be of sufficient size and depth to have an impact on the participant and the Title I program. Case studies of other ongoing programs, "sensitivity" training, and other approaches specifically designed to help teachers do a better job of providing special services for and relating to children with special needs should be tried and evaluated. Institutions of higher education should be involved in conducting training programs for Title I personnel and in following up with the evaluation of those programs. The use of old ready-made courses not related to problems confronting the Title I staff should, of course, be avoided.

5.3 Specific provision has been made for professional staff members and education aides assigned to assist them to participate together in coordinated training programs.

Authority: 20 USC 241e(a) (11)

The 1967 amendments to Title I specifically require as a condition for the approval of projects involving the use of education aides the presentation of well developed plans for training programs in which the aides and the professional staff members they will assist participate together. The program privided for such staff members and their aides should, as stated in item 5.2, Inservice Training, be closely aligned to the tasks they will be performing. Each Title I application involving the use of education aides should set forth (a) definite proposals for the joint training of those aides and the professional staff members with whom the aides will work or (b) a detailed description of such a program in which most of the aides and the professional staff members they will assist have already participated. Special attention should be given to the development of the most effective ways the professional staff members and their aides can work together and of ways in which a long-term training program may assist both professional staff members and aides to take on increasing responsibilities. If appropriate, consideration should be given to providing the aides with training leading toward teacher certification. Such training may begin with Title I funds and continue as long as the aides are employed in Title I activities. After this, other appropriate funding should be sought.

5.4 The Title I program includes appropriate activities or services in which parents will be involved.

Authority: 20 USC 241e (a) (1)

The applicant should demonstrate that adequate provision has been made in the Title I program for the participation of and special services for the parents of children involved in the programs. The employment of parents in the Title I projects is but one way to implement this provision, The primary goal of such activities and services should be to build the capabilities of the parents to work with the school in a way which supports their children's well-being, growth, and development.

5.5 Title I activities or services will be offered at locations where the children can best be served.

Authority: 20 USC 241e (a) (1)

All Title I program activities must be designed for educationally deprived children who live in eligible attendance areas but should be offered at locations where those children can best be served. Any proposed Title I activities (including the construction of school facilities) which, because of location or for other reasons, would in effect prolong the racial, social or linguistic isolation of the children to be served would be self-defeating and should not be approved. Applicants for Title I funds should design effective compensatory education programs which include, where appropriate, measures for fostering integration in the community.

In some cases, the locations where the children can best be served will be outside the project area. The application should indicate clearly the locations both inside and outside the project areas where Title I services will be offered and the number of children from inside and outside the project areas who will participate at each such location.

No child who lives in a project area and who would otherwise receive Title I services is to be denied such services because of his exercise of a right to enroll in another school. Children residing outside the project areas who can benefit from the services may participate on a space-available basis.

5.6 Expenditures for equipment will be limited to the minimum required to implement approved Title I activities or services.

Authority: 20 USC 241e (a) (1)

All requests for the approval of funds for the purchase of initial or replacement equipment must be fully justified. This means that the applicant must show that (a) equipment has been selected and designated for specific purposes in connection with proposed project activities, (b) the proposed equipment is essential to the effective implementation of the project, (c) such equipment is not available in the applicant's regular or Title I inventories for use in the project, and (d) the applicant has the trained staff to utilize the proposed new equipment effectively or that arrangements will be made to prepare staff for such use. The State educational agency will review existing Title I inventories and insure that equipment already purchased with Title I funds is being effectively used for Title I purposes. Equipment that is no longer appropriate for use in Title I projects should be sold or transferred to the applicant's regular inventory and the appropriate amounts refunded to the Federal Government.

5.7 Title I funds will be used for construction only when necessary to implement projects designed to meet the highest priority needs of educationally deprived children in the applicant's district.

Authority: 20 USC 241e(a) (1)

Whenever possible Title I activities and services should be organized and scheduled for operation in existing facilities. If existing facilities cannot be used, consideration should first be given to the rental of space in ready-made permanent or portable facilities. Rental or construction of school facilities (including portable units) not specifically related to a Title I project activity should not be allowed except in unusual situations where (a) such construction is necessary in order to bring children together at locations where they can be served effectively under Title I and (b) the local educational agency is unable to provide such facilities with its own funds. The construction of permanent new facilities should be regarded as a local responsibility except in extreme cases of financial need.

5.8 The Title I program includes provisions for the dissemination of information to teachers and administrators for their use in planning and conducting projects.

Authority: 20 USC 241e (a) (9)

In addition to the dissemination that takes place through inservice training programs for the Title I staff, relevant information concerning compensatory education from such sources as research and demonstration reports should be made available through appropriate forms of communication to Title I and other school personnel servicing participating children. Emphasis should be placed on the dissemination of information which will contribute to improved program planning and operation both in the applicant's district and in other districts. Conversely, applicants should be able to demonstrate that their Title I staff members in planning program activities have considered the information that had been made available to them. Applicants should develop information dissemination programs to include involvement of the community and parents of children served by the project. Dissemination procedures should include such things as annual reports, newsletters, news releases and other material for newspapers, magazines, radio and television for the purpose of informing the public and other educators about program objectives and procedures and gain support of the project.

6. EVALUATION

6.1 The Title I program includes specific evaluation procedures that are appropriate for the services to be provided and consistent with approved program objectives. Adequate staff and other resources will be provided to implement the procedures.

Authority: 20 USC 241e (a) (6)

The Title I application must include a description of the methods and procedures to be used to evaluate each major activity. No application can be approved unless these procedures are described in sufficient detail to enable the State educational agency to appraise their potential effectiveness.

The application should also contain sufficient information for the State educational agency to determine the adequacy of the resources the local educational agency expects to use in carrying out the evaluation of its major program activities. Private school officials should be involved in the formulation of evaluation procedures for any activity in which private school children are expected to participate.

The adequacy of the applicant's plans and resources for evaluation must be assessed in terms of the objectives that have been approved for the program and the nature of the major activities.

7. TITLE I FUNDS SUPPLEMENTARY TO STATE AND LOCAL FUNDS

7.1 The Title I program and the regular school program have been planned and budgeted to assure that Federal funds will supplement and not supplant State or local funds and that State and local funds will be used to provide services in the project areas that are comparable to the services provided in non-project areas.

Authority: 20 USC 240e(a) (1)

It is expected that services provided within the district with State and local funds will be made available to all attendance areas and to all children without discrimination. The instructional and ancillary services provided with State and local funds for children in the project areas should be comparable to those provided for children in the non-project areas, particularly with respect to class size, special services, and the number and variety of personnel. Title I funds, therefore, are not to be used to supplant State and local funds which are already being expended in the project areas or which would be expended in those areas if the services in those areas were comparable to those for non-project areas. This means that services that are already available or will be made available for children in the non-project areas should be provided on an equal basis in the project areas with State and local funds rather than with Title I funds. It is intended also, in the application of this policy, that as services initiated in the project areas under Title I are extended to children residing in non-project areas the applicant will assume full support of those services under its regular school budget. This will release Title I funds to provide new activities for eligible children.

ON FOLLOWING PAGES--
1974-75 APPLICATION FOR
GRANT, ADDITIONAL FORMS
AND INSTRUCTIONS

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Division of Federal Education Opportunity Programs
Albany, New York 12224

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APPLICATION FOR GRANT TO MEET THE SPECIAL EDUCATIONAL NEEDS OF EDUCATIONALLY DEPRIVED CHILDREN UNDER TITLE I OF PUBLIC LAW 89-10 AS AMENDED

SECTION I PROJECT REVIEW AND APPROVAL (for office use only)	
PROJECT NUMBER	☐☐☐☐☐☐ ☐☐ ☐☐☐ ☐☐
AUTHORIZED SIGNATURE NAME TITLE	
TOTAL AMOUNT APPROVED: F.Y. ENDING JUNE 30,1975 : $	
DATE APPROVED __MO________ DAY________ YR________	

SECTION II CERTIFICATION AND STATISTICAL DATA (to be completed by School District)		
SCHOOL DISTRICT NAME		
SCHOOL DISTRICT ADDRESS		TELE NO. (AREA CODE)
NAME AND TITLE OF CONTACT PERSON	NAME:	TITLE:

1. MAINTENANCE OF FISCAL EFFORT – AVERAGE PER PUPIL EXPENDITURE FROM NON-FEDERAL FUNDS

A. FOR F.Y. 1973 ....$________ B. FOR F.Y. 1974 ....$________

2. NUMBER OF SCHOOLS AND NUMBER OF SCHOOL-AGE CHILDREN RESIDING IN APPLICANT S DISTRICT (AS OF FALL 1974)

			RESIDENT CHILDREN (1)	GRADE SPAN (2)	TOTAL NUMBER OF SCHOOLS (3)	TOTAL NO. OF RESIDENT CHILDREN (4)
A	ENROLLED IN:					
	1 PUBLIC SCHOOLS	a	In applicant's school district			
		b	In other school district(s)		XXXXXXXX	
	2 PRIVATE SCHOOLS	a	In applicant's school district			
		b	In other school district(s)	XXXXXX	XXXXXXXX	
	3 INSTITUTIONAL SCHOOLS FOR NEGLECTED OR DELINQUENT CHILDREN					
B	NOT ENROLLED IN ANY SCHOOL BUT ELIGIBLE FOR ENROLLMENT (include dropouts only)				XXXXXXXX	
C	TOTAL NUMBER OF SCHOOLS AND RESIDENT CHILDREN IN APPLICANT'S DISTRICT (sum of 2A & B)					
D	NUMBER OF CHILDREN (included in Item 2C) WHO COME FROM LOW-INCOME FAMILIES					

3. CONCENTRATION OF CHILDREN FROM LOW-INCOME FAMILIES

A	DISTRICTWIDE PERCENTAGE (ITEM 2D÷2C. Col. 4)................................	%
B	AVERAGE NUMBER PER SCHOOL ATTENDANCE AREA (ITEM 2D÷2A-1-a Col. 3)........................	

4 SOURCE OF DATA USED FOR DETERMINING THE NUMBER OF CHILDREN FROM LOW-INCOME FAMILIES IN ITEM 2D

(CHECK APPROPRIATE BOXES)

A.	☐	U.S. CENSUS BUREAU	E.	☐	HEALTH STATISTICS
B.	☐	AID FOR DEPENDENT CHILDREN	F.	☐	HOUSING STATISTICS
C.	☐	FREE SCHOOL LUNCH	G.	☐	EMPLOYMENT STATISTICS
D.	☐	SCHOOL SURVEY	H.	☐	OTHER (specify):

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5. BRIEF TITLE OF PROJECT:

6. SCHOOL TERM TO BE COVERED BY THIS APPLICATION (CHECK ONE ONLY)

A.	☐	REGULAR SCHOOL TERM ONLY	B.	☐	SUMMER TERM ONLY	C.	☐	REGULAR AND SUMMER TERMS

	yes	no
7. IS THIS A COOPERATIVE PROJECT ?		
8. IS THIS A RESUBMITTED PROJECT?		

9. ALL ATTENDANCE AREAS, LOCATION OF ACTIVITIES, AND NUMBER OF CHILDREN EXPECTED TO PARTICIPATE. List all schools

A PUBLIC SCHOOLS

	NAME AND GRADE SPAN OF PUBLIC SCHOOL (LIST IN RANK ORDER PER COL. 5 OR COL. 6		TOTAL NUMBER OF CHILDREN ENROLLED IN EACH SCHOOL LISTED IN COL. (1)	NUMBER OF CHILDREN RESIDING IN ATTENDANCE AREAS			ESTIMATED NUMBER OF CHILDREN WHO WILL PARTICIPATE IN ACTIVITIES AT SCHOOL LISTED IN COLUMN (1)		
	NAME	GRADE SPAN		TOTAL	FROM LOW-INCOME FAMILIES	PER-CENT (COLS. 5 ÷ 4)	FROM PUBLIC SCHOOLS	FROM PRIVATE SCHOOLS	TOTAL (COLS. 7 & 8)
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
	(ADD SHEETS IF NECESSARY)								
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
	TOTAL	x x x		*	*	x x x			

B PRIVATE SCHOOLS SERVING CHILDREN IN ELIGIBLE ATTENDANCE AREAS WHERE TITLE I ACTIVITIES WILL BE LOCATED

NAME OF PRIVATE SCHOOL	TOTAL NUMBER OF CHILDREN ENROLLED IN EACH SCHOOL LISTED IN COL. (1)	NUMBER OF CHILDREN ENROLLED WHO LIVE IN PROJECT AREAS	ESTIMATED NUMBER OF PARTICIPANTS	ELIGIBLE ATTENDANCE AREA BY NUMBER (FROM 9A1)
(1)	(2)	(3)	(4)	(5)
TOTAL				

* THESE TOTALS MUST BE THE SAME AS THE FIGURE IN 2C(4) AND 2D(4) (PAGE 1).

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10. PROJECT STAFF

STAFF ACTIVITIES	STAFF ASSIGNMENTS AND ESTIMATED SALARIES INCLUDED IN TITLE I BUDGET							NUMBER OF OTHER STAFF ASSIGNMENTS UNDER THIS PROJECT (Not included in Title I Budget)
ASSIGNMENTS	ESTIMATED NUMBER FOR REGULAR TERM			ESTIMATED NUMBER FOR SUMMER TERM			TOTAL SALARIES EXCLUDING FRINGE	
	CLASS LEVEL	NUMBER	FTE	CLASS LEVEL	NUMBER	FTE		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
READING	x x x x	x x x x x x x x	x x x x	x x x x	x x x x x x x	x x x x	x x x x x x	x x x x x x x x
TEACHERS								
AIDES								
GUIDANCE								
PSYCHOLOGIST								
SOCIAL WORK								
SPEECH								
* OTHER – SPECIFY :								
MATHEMATICS	x x x x	x x x x x x x x	x x x x	x x x x	x x x x x x x	x x x x	x x x x x x x	x x x x x x x
TEACHERS								
AIDES								
GUIDANCE								
PSYCHOLOGIST								
SOCIAL WORK								
SPEECH								
* OTHER – SPECIFY :								
BILINGUAL (READING)	x x x x	x x x x x x x x	x x x x	x x x x	x x x x x x	x x x x	x x x x x x	x x x x x x x x x x
TEACHERS								
AIDES								
GUIDANCE								
PSYCHOLOGIST								
SOCIAL WORK								
SPEECH								
* OTHER – SPECIFY :								
BILINGUAL (MATHEMATICS)	x x x x	x x x x x x x x	x x x x	x x x x	x x x x x x x	x x x x	x x x x x x x	x x x x x x x x
TEACHERS								
AIDES								
GUIDANCE								
PSYCHOLOGIST								
SOCIAL WORK								
SPEECH								
* OTHER – SPECIFY :								
ENGLISH AS A	x x x x	x x x x x x x x	x x x x	x x x x	x x x x x x x	x x x x	x x x x x x x	x x x x x x x x
SECOND LANGUAGE	x x x x	x x x x x x x x	x x x x	x x x x	x x x x x x x	x x x x	x x x x x x x	x x x x x x x
TEACHERS								
AIDES								

(3)

(CONT'D.)

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* Include librarians, library aides, vocational teachers, teachers of handicapped, nurses, administrators, etc. and non--professionals including those involved with transportation and food services if applicable.

GUIDANCE								
PSYCHOLOGIST								
SOCIAL WORK								
SPEECH								
* OTHER SPECIFY:								
OTHER PROGRAMS								
(COMPONENTS)								
SPECIFY:								
TEACHERS								
AIDES								
GUIDANCE								
PSYCHOLOGIST								
SOCIAL WORK								
SPEECH								
* OTHER SPECIFY:								
TOTAL NUMBER OF ASSIGNMENTS AND SALARIES							$	

11. NUMBER OF VOLUNTEERS TO BE ASSIGNED TO THIS PROJECT

PARENTS	
OTHER ADULTS	
YOUTHS	
TOTAL	

12. NUMBER OF TITLE I STAFF TO RECEIVE INSERVICE TRAINING

TEACHERS	
TEACHER AIDES	
OTHER	
TOTAL	

13. **PARTICIPANTS** (unduplicated count) Include in Item A all children expected to participate in this project. If some children who will participate are enrolled in institutional schools, include these children as either public or private school children according to the administrative control of the institution and prepare supplement (Section IIA Children in institutions for Neglected or Delinquent Children).

NOTE: If Title I activities cover both regular and summer terms, a separate Item 13 shown below, should be provided to cover each school term.

CHECK ONE TO IDENTIFY THE SCHOOL TERM BEING REPORTED ON:

☐ REGULAR SCHOOL TERM

☐ SUMMER TERM ONLY

(CONT'D)

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A	ESTIMATED NUMBER OF PARTICIPATING CHILDREN BY GRADE LEVEL AND TYPE OF SCHOOL				
	GRADE LEVEL (1)		NUMBER ENROLLED IN PUBLIC SCHOOLS (2)	NUMBER ENROLLED IN PRIVATE SCHOOLS (3)	TOTAL (COLS.2 & 3) (4)
	1	Pre–Kindergarten			
	2	Kindergarten			
	3	Grade 1			
	4	Grade 2			
	5	Grade 3			
	6	Grade 4			
	7	Grade 5			
	8	Grade 6			
	9	Grade 7			
	10	Grade 8			
	11	Grade 9			
	12	Grade 10			
	13	Grade 11			
	14	Grade 12			
	15	TOTAL (Sum of 1 through 14)			
B	ESTIMATED NUMBER OF DROPOUTS RECORDED UNDER ITEM 2B WHO ARE INCLUDED IN ITEM 13 A ABOVE				
B1	HOW MANY OTHER EDUCATIONALLY DISADVAN–TAGED CHILDREN FROM THE TARGET AREAS COULD BE SERVED IF FUNDS WERE AVAILABLE?				

14. INSTRUCTIONAL AND RELATED SUPPORTIVE SERVICE ACTIVITIES TO BE FUNDED UNDER TITLE I, NO. OF CHILDREN AND ESTIMATED COST

NOTE: If Title I activities cover both regular and summer terms, a separate Item 14, shown below, should be provided to cover each school term.

CHECK ONE TO IDENTIFY THE SCHOOL TERM BEING REPORTED ON: ☐ REGULAR SCHOOL TERM ☐ SUMMER TERM ONLY

A	INSTRUCTIONAL AND SUPPORTIVE ACTIVITIES IN PRIORITY AREAS	ESTIMATED NUMBER OF CHILDREN WHO WILL PARTICIPATE IN INSTRUCTIONAL ACTIVITIES LISTED IN COL. (1)							NO. IN COL. 8 FROM INSTITUTIONS FOR NEG. & DELINQUENT CHILDREN	ESTIMATED COST OF EACH ACTIVITY
		PUBLIC SCHOOL CHILDREN			PRIVATE SCHOOL CHILDREN			TOTAL (SUM OF COLS. 2 THRU 7)		
		PRE K–K	GRS. 1–6	GRS. 7-12	PRE K–K	GRS. 1–6	GRS. 7-12			
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
	READING	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xx xx	x xxxxx x	xxx xxxxx
	INSTRUCTIONAL									
	SUPPORTIVE SERVICES	xxxxxxxxxx	xxxxxxxxxx	xxxxxxxxxx	xxxxxxxxxx	xxxxxxxxxx	xxxxxxxxxx	xxxxxxxxxx	xxxxxxxxxx	xxxxxxxxxx
	GUIDANCE									
	PSYCHOLOGICAL									
	SOCIAL WORK									
	SPEECH									
	* OTHER SUPPORTIVE SERVICES SPECIFY:									
	MATHEMATICS	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxxx xx	xxxxxxx xx
	INSTRUCTIONAL									
	SUPPORTIVE SERVICES	xxxxxxxxxx	xxxxxxxxxx	xxxxxxxxxx	xxxxxxxxxx	xxxxxxxxxx	xxxxxxxxxx	xxxxxxxxxx	xxxxxxxxxx	xxxxxxxxxx
	GUIDANCE									
	PSYCHOLOGICAL									
	SOCIAL WORK									
	SPEECH									
	* OTHER SUPPORTIVE SERVICES SPECIFY:									

* Include attendance, food, health (medical and/or dental) transportation, special services for handicapped and any other supportive services.

(CONT'D)

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BILINGUAL (READING)	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
INSTRUCTIONAL									
SUPPORTIVE SERVICES	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
GUIDANCE									
PSYCHOLOGICAL									
SOCIAL WORK									
SPEECH									
* OTHER SUPPORTIVE									
SERVICES SPECIFY:									
BILINGUAL (MATHEMATICS)	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
INSTRUCTIONAL									
SUPPORTIVE SERVICES	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
GUIDANCE									
PSYCHOLOGICAL									
SOCIAL WORK									
SPEECH									
* OTHER SUPPORTIVE									
SERVICES SPECIFY:									
ENGLISH AS A	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
SECOND LANGUAGE	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
INSTRUCTIONAL									
SUPPORTIVE SERVICES	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
GUIDANCE									
PSYCHOLOGICAL									
SOCIAL WORK									
SPEECH									
* OTHER SUPPORTIVE									
SERVICES SPECIFY:									
OTHER PROGRAMS SPECIFY:	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
INSTRUCTIONAL									
SUPPORTIVE SERVICES	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
GUIDANCE									
PSYCHOLOGICAL									
SOCIAL WORK									
SPEECH									
* OTHER SUPPORTIVE									
SERVICES SPECIFY:									

TOTAL ESTIMATED COST OF INSTRUCTIONAL AND SERVICE ACTIVITIES INCLUDING FRINGE BENEFITS AND OTHER FIXED CHARGES FOR PERSONNEL	$
B OTHER COSTS	
ESTIMATED COST OF INSERVICE EDUCATION FOR TITLE I STAFF PROFESSIONALS $ PARAPROFESSIONALS $	$ total
ESTIMATED COST OF EQUIPMENT OR MINOR REMODELING ' (BUDGET ITEM 1200) READING $ MATH$ BILINGUAL $	$ total
TOTAL ESTIMATED COST OF TITLE I SERVICES FOR PARENTS	$
TOTAL ESTIMATED COST OF OPERATION & MAINTENANCE OF PLANT (BUDGET ITEMS 600 & 700)	$
INDIRECT COSTS	$
TOTAL PROJECT BUDGET (SUM OF 14A PLUS 14B ABOVE) (THIS AMOUNT SHOULD BE THE SAME AS THE FIGURES ON PAGE 17 OF THE FA-10 BUDGET	$

15. PROJECT ABSTRACT

Type a brief abstract of the project as though it were for publication. Include all relevant information with regard to: 1) objectives, 2) project activities, and 3) evaluation design.

16. STATEMENT OF ASSURANCES

NAME OF CHIEF STATE SCHOOL OFFICER EWALD B. NYQUIST	NAME OF STATE EDUCATIONAL AGENCY NEW YORK STATE EDUCATION DEPARTMENT

A. THE APPLICANT HEREBY ASSURES THE CHIEF STATE SCHOOL OFFICER THAT:

a. The control of funds provided under this Title, and title to property derived therefrom, shall be in a public agency for the uses and purposes provided in this Title, and that a public agency will administer such property and funds and apply them only for the purposes for which they are granted.

b. The applicant will make an annual report and such other reports to the State educational agency, in such form and containing such information, as may be reasonably necessary to enable the State educational agency to perform its duties under this Title, including information relating to the educational achievement of students participating in programs carried out under this Title, and will keep such records and afford such access thereto as the State educational agency may find necessary to assure the correctness and verification of such reports.

c. Check 1 or 2, not both:

1 ☐ The Assurance of Compliance (HEW 441) previously filed with the Office of Education applies to this Application.

2 ☐ The Title I activities conducted under this project during the regular school year in conjunction with regular school activities will be carried out in accordance with the applicable current court order or desegregation-plan filed with the Office of Education (including modifications filed on Form HEW 441B), and that all other Title I activities will be carried out on a non-discriminatory basis in accordance with the Regulation of the Department (45 CFR section 80.3)

d. The services provided with State and local funds for free public education in the project area will be maintained at levels that are comparable to those for non-project areas and the amounts of such funds expended in the project areas will be maintained at levels that are no lower than the levels that would have been maintained if no projects had been approved for those areas.

B. CERTIFICATION

THE APPLICANT DESIGNATED BELOW HEREBY APPLIES FOR A GRANT OF FEDERAL FUNDS TO PROVIDE INSTRUCTIONAL ACTIVITIES AND SERVICES TO MEET THE SPECIAL EDUCATIONAL NEEDS OF EDUCATIONALLY DEPRIVED CHILDREN AS SET FORTH IN THIS APPLICATION.

I HEREBY CERTIFY THAT, TO THE BEST OF MY KNOWLEDGE, THE INFORMATION CONTAINED IN THIS APPLICATION IS CORRECT; THE AGENCY NAMED BELOW HAS AUTHORIZED ME, AS ITS REPRESENTATIVE, TO FILE THIS APPLICATION; AND SUCH ACTION IS RECORDED IN THE MINUTES OF THE AGENCY'S MEETING HELD ON

______________________, 19______

SIGNATURE OF CHIEF SCHOOL OFFICER	AGENCY	DATE

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ESEA TITLE I-4 (3/68)

CHILDREN LIVING IN INSTITUTIONS FOR NEGLECTED OR DELINQUENT CHILDREN

NOTE: *This section is to be completed only if the local educational agency's maximum allocation is based in part on the number of children living in eligible institutions. (See reverse side for detailed instructions.)*

1 ELIGIBLE INSTITUTIONS LOCATED IN APPLICANT'S (LEA) DISTRICT

(LIST) NAMES OF ALL ELIGIBLE INSTITUTIONS LOCATED IN APPLICANT'S DISTRICT	TOTAL NUMBER OF CHILDREN (UNDER 21) LIVING IN EACH INSTITUTION	NUMBER OF INSTITUTIONALIZED CHILDREN (in Col. 2)			
		ENROLLED IN PUBLIC SCHOOLS	ENROLLED IN PRIVATE SCHOOLS	ENROLLED IN INSTITUTIONAL SCHOOLS	TOTAL (Col. 3+4+5)
(1)	(2)	(3)	(4)	(5)	(6)
TOTAL:					

2 NUMBER OF INSTITUTIONALIZED CHILDREN *(in Item 1, Col. 2)* NOT ENROLLED IN ANY SCHOOL BUT ELIGIBLE FOR ENROLLMENT IN SCHOOLS LOCATED IN APPLICANT'S SCHOOL DISTRICT *(Include dropouts only)* ________________

3 ESTIMATED NUMBER OF INSTITUTIONALIZED CHILDREN WHO WILL PARTICIPATE IN PROJECT ACTIVITIES BY GRADE SPAN, SOURCE, AND TYPE OF ENROLLMENT

GRADE SPAN	CHILDREN LIVING IN INSTITUTIONS FOR NEGLECTED CHILDREN				CHILDREN LIVING IN INSTITUTIONS FOR DELINQUENT CHILDREN				TOTAL NUMBER OF PARTICIPATING CHILDREN (COLS. 5+9)
	NUMBER ENROLLED IN PUBLIC SCHOOLS	NUMBER ENROLLED IN PRIVATE SCHOOLS	NUMBER ENROLLED IN INSTITUTIONAL SCHOOLS	TOTAL (COLS. 2+3+4)	NUMBER ENROLLED IN PUBLIC SCHOOLS	NUMBER ENROLLED IN PRIVATE SCHOOLS	NUMBER ENROLLED IN INSTITUTIONAL SCHOOLS	TOTAL (COLS. 2+3+4)	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
A Pre-K									
B Kindergarten									
C Grades 1 - 6									
D Grades 7 - 12									
E TOTAL:									
4 NUMBER OF DROP-OUTS *(in Item 2)* WHO WILL PARTICIPATE									

5 ESTIMATED NUMBER OF INSTITUTIONALIZED CHILDREN WHO WILL PARTICIPATE IN PROJECT ACTIVITIES BY ETHNIC GROUPS

WHITE	NEGRO	AMERICAN INDIAN	PUERTO RICAN	ORIENTAL	MEXICAN AMERICAN	OTHER (SPECIFY):	TOTAL *(Same as Item 2 Col. (10))*

6 NUMBER OF TITLE I STAFF ASSIGNMENTS *(included under Section II, Item 10)* SPECIFICALLY ASSIGNED TO CONDUCT ACTIVITIES SOLELY FOR INSTITUTIONALIZED CHILDREN

MAJOR ACTIVITY ASSIGNMENTS	ESTIMATED NUMBER OF STAFF ASSIGNMENTS		ESTIMATED TOTAL SALARY
	FOR NEGLECTED CHILDREN	FOR DELINQUENT CHILDREN	
(1)	(2)	(3)	(4)
A Teachers			
B Other Professional			
C Non-professional			
D Teacher aides			
E TOTAL:			
7 NUMBER OF TITLE I STAFF TO RECEIVE INSERVICE TRAINING			ESTIMATED COST $

8 ESTIMATED AMOUNT OF TITLE I BUDGET *(Included under Section II, Item 9)* SPECIFICALLY REQUIRED FOR ACTIVITIES AND SERVICES TO BE PROVIDED FOR INSTITUTIONALIZED CHILDREN

A. SALARIES	B. CONTRACTED SERVICES	C. OTHER EXPENSES	D. CAPITAL OUTLAY-CONSTRUCTION	E. CAPITAL OUTLAY-EQUIPMENT	F. TOTAL BUDGET *(Sum of A thru E):*
$	$	$	$	$	$

INSTRUCTIONS FOR DATA ON CHILDREN LIVING IN INSTITUTIONS FOR NEGLECTED OR DELINQUENT CHILDREN

ITEM 1 - ELIGIBLE INSTITUTIONS LOCATED IN APPLICANT'S DISTRICT

Column 1 - Enter the names of all institutions whose children were counted in the determination of the applicant's allocation.

Column 2 - Enter the total number of children (under age 21) living in each institution listed in column 1 regardless of whether they are attending school or not.

Columns 3, 4, 5 and 6 - Enter the number of children reported in column 2 as residing in an institution who are attending school, by the type of school in which they are enrolled.

ITEM 2 - DROPOUTS - Enter the number of children, if any, who are eligible to attend school but are not now enrolled in any school.

ITEM 3 - ESTIMATED NUMBER OF INSTITUTIONALIZED CHILDREN WHO WILL PARTICIPATE IN PROJECT ACTIVITIES - Enter the number of children from the institutions listed in item 1 who will participate in Title I activities, by the grade span and by the type of school in which the children will be enrolled for regular school activities.

ITEM 4 - DROPOUTS WHO WILL PARTICIPATE - Enter the estimated number of children who will participate in Title I activities and who, until the project is to be put into operation, are considered to be dropouts. Distribute these children according to the types of schools in which they will be regularly enrolled or will participate.

ITEM 5 - ETHNIC CLASSIFICATION OF INSTITUTIONALIZED CHILDREN WHO WILL PARTICIPATE IN PROJECT ACTIVITIES - Enter an unduplicated count of children by racial or ethnic characteristics as indicated. Identify in "other" any specific ethnic group whose language or cultural background could be a factor in the development of the Title I program. Classify all other children as "white."

ITEM 6 - STAFF MEMBERS SPECIFICALLY ASSIGNED TO CONDUCT ACTIVITIES SOLELY FOR INSTITUTIONALIZED CHILDREN - Enter by category the number of staff assignments to be filled by personnel who will conduct activities specifically designed for children in institutions.

ITEM 7 - IN-SERVICE TRAINING - Enter the number of Title I staff who will receive in-service training under the Title I project. These will have been included in the figures in items 6 line E above and also in Section II, Item 10, line 24.

ITEM 8 - BUDGET SPECIFICALLY REQUIRED FOR ACTIVITIES AND SERVICES FOR INSTITUTIONALIZED CHILDREN - Estimate the amount within the total project budget to be expended for institutional and service activities specifically designed for children in institutions for neglected or delinquent children.

THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK

PROGRAMS FOR THE DISADVANTAGED - TITLE I ESEA

NEW YORK CITY

PROJECT DESCRIPTION

Submit a project description with each project application arranged in accordance with the outline below:

YOU MUST INCLUDE A DESCRIPTION OF PLANS FOR THE INVOLVEMENT OF NON-PUBLIC SCHOOL PARTICIPANTS, OUT-OF-SCHOOL YOUTH (DROP-OUTS) AND HANDICAPPED, MIGRANT, NONSTANDARD ENGLISH SPEAKING AND NON-ENGLISH SPEAKING CHILDREN IF SERVED BY THIS PROJECT.

PROJECT ACTIVITIES

I.

(This section I is incomplete and cannot be considered for review unless it contains for each component the three elements, A, B, C, shown below).

A. The description (see 9 items below)
B. Completed DFP Form 14
C. The component budget. Attach appropriate FA 50's and FA 60's

Each component should have a separate paragraph for each of these **eight (8)** aspects.

Component Description (Begin with component title and sub-function number)

1) Statement of Purpose - Which State-designated priority skill is this component designed to improve?

2a) Criteria - Indicate the criteria used to select pupils in this component. (Within 15 school days after the component is implemented, a list of pupil participants is to be promulgated. This list is to show, next to each pupil's name, his school, class, grade, and home address. If he is an Optional Assignment pupil, it should also show the school he would have attended had he chosen to attend school in his own community. Finally, the list should show his standardized test score on the basis of which he was selected for participation in this component, giving the name of the test and the date of administration. A copy of this list is to be kept available for inspection at all times.) Indicate the kinds of records which will be ongoing for each child.

2b) List total number of pupils in this project; then give a breakdown by grade level, for each school participating. Be sure your totals check.

2c) Cost per Student of this Component

3) Response to Evaluation Report - Summarize the recommendations and indicate how they have been implemented. If any recommendations are not implemented, discuss the rationale for non implementation. Deal with every recommendation.

4) Program Activities - This is the core of the program application and describes exactly how the District proposes to spend the funds.

Included in this section must be the methodology of instruction and management (staffing, facilities, equipment and supplies) and the scheduling of staff and pupils. Indicate the frequency of instructional periods and their time in minutes. Every expenditure in the budget must be clearly described in the narrative. How will it supplement the regular school program? What steps are taken to assure communication between the Title I, ESEA program and the Developmental program (classroom teacher).

SUMMARY OF SPECIFICS

5) Supervision and Training - Describe the line of supervisory responsibility and the pre-service and/or inservice training plan for all staff members. Bear in mind that training may be provided only for staff employed by Title I, that training may only relate to the staff member's function in the project and that paraprofessionals and the professionals they assist should be trained jointly.

6) Supplies, Equipment, etc. - List each broad category of supplies and each item of equipment and fully describe the relationship to the project and the proposed use. (Attach completed SED Equipment Inventory Form.) The name of the company which produced the equipment should be listed.

7) Time and Place Elements - Indicate the starting and ending dates and the exact hours and days the program will operate. Indicate the exact location (include addresses) where the program will operate.

8) List staff in this project, by title, number and school location.

II. PLANNING

Describe the project planning activities; including participation of community groups, parents of eligible children, and non-public school representatives and others.

Completed DFP Forms #15 and #16 must be attached to this PLANNING Section.

III. EVALUATION DESIGN (One section for each umbrella proposal)

Objectives

Clearly state the objectives for each component. This list of objectives must relate to the purposes of each component shown in Section I. State the objectives in terms of the anticipated behavioral change (reading) of the learner. Include the degree of change (performance level) and the reference measure (test) used to verify achievement.

Below are three illustrations that meet the requisites:

AREA OF BEHAVIORAL CHANGE	DEGREE OF CHANGE	REFERENCE
In reading comprehension,	the mean of the target population will increase by 1 year	as measured by the Metropolitan Achievement Test.
In mathematical problem solving,	the target population will demonstrate achievement beyond expectation[1] $(p = .05)$	as measured by the Stanford Achievement Test.

EVALUATION DESIGN

In the mathematical computation of addition.	the target population will demonstrate Level 3 mastery by the	addition of one 5 digit number to another 5 digit number, such as 12345 + 67891, without regrouping.

Instruments and Data Collection

Specify the regionally or nationally standardized tests levels, forms and dates of test administration for every objective. Reading treatments enrolling participants in grades 4-6 should select one of the Anchor Series Tests. Where permission has been received to use such devices, submit copies of all rating scales, questionnaires, and other district and/or contractor developed measurement devices with the proposal.

Data Analysis

Specify the plans of descriptive and inferential statistical analyses that will be applied to the data so that inferences concerning student growth and treatment effectiveness can be made. If some pupils in one function receive more than one treatment, the plan of data analysis should include separate analyses for each combination of treatment-participants.

Every project regardless of the instructional activity and/or supportive services must contain a measure of educational achievement.

[1] For additional information specific to evaluation, refer to the State Education Department publication *District Evaluator's Handbook of Selected Evaluation Procedures for Categorically Aided Programs Serving Disadvantaged Learners, Spring 1972*. Division of Evaluation, Bureau of Urban and Community Programs Evaluation.

IV. RELATED SERVICES (one section for each umbrella proposal)

Describe below the relationship of this project to other agencies or programs serving the same participants. It is expected that services funded under Title I, ESEA and under State Urban Education will be coordinated both in planning and in implementation to assure effective use of available funds and to avoid duplication of effort. Also: With what other agencies and programs have you consulted in the development, planning, and implementation of this project? What resources are being utilized by the district or central office under these programs? (Devote one (1) paragraph to each cooperating agency or separate source of funding.)

V. DISSEMINATION OF INFORMATION (one section for each umbrella proposal)

A. Describe a practical plan for dissemination of information about the activities and results of this program. Devote one (1) paragraph to each communication medium to be used.

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V. DISSEMINATION OF INFORMATION (Continued)

B. For each recycled component, state briefly the method(s) used to disseminate information about it and indicate your plans for improving your dissemination procedures.

C. Dissemination of information refers not only to the public relations factor, but also to the procedures used to inform staff. Please indicate how you plan to insure that all staff members associated with a project, professional, paraprofessional and parents, are fully informed on the contents of this document. It is necessary for each to understand his role in carrying out the procedures and objectives of each component.

N.B. The 1-1 Form and the FAS-1 are still required parts of the Grant Application.

THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK

PROGRAMS FOR THE DISADVANTAGED TITLE I ESEA

SUMMARY FORM

Title of Project: ____________________

School District or Central Office: ____________________

Title I Coordinator: ____________________ Phone: ____________________

Community or Ass't Superintendent: ____________________ Phone: __________

Starting and Ending Dates: ____________________ FAS-1 Budget Total: __________

COMPONENT SUMMARIES

1 Function No and Component Title	2 Subject Area	3 If Recycled, Show Previous Function No. & Component Title	4 Locations: Schools And Rented Facilities	5 Grade Levels	6 Number of Students	7 Budgeted Cost	8 Narrative: Page(s)____ to ____

The University of the State of New York
The State Education Department
Division of Educational Finance
99 Washington Avenue
Albany, New York 12210

____
Project Aid Program

FAS-1 Project Budget and
Final Expenditure Report Form

Grant No.______________________
(Div. of Ed. Fin. only)

☐☐☐☐☐☐ ☐☐ ☐☐☐ ☐☐
SED No. Current Year

☐☐☐☐☐☐ ☐☐ ☐☐☐ ☐☐
SED No. Previous Year

____
B/E No. Current Year

____
B/E No. Previous Year

District Number and Address______________________________ Project Beginning Date__________

Project Title ______________________________ Project Ending Date __________

Project Contact Person______________________________ Phone__________

NYC Community District
Superintendent in Charge______________________________ Phone__________
Name Signature

Project Description: Give a brief description here of program to be carried out with funds in the following budget. The program description may be a copy or condensation of information given in another part of the application. Do not use more space than is provided.

Budget - Approved and submitted by the Chief School Officer or his Official Designee:

Type Name and Title______________________________

Signature______________________ Date__________

....

Final Expenditure Report - Approved and submitted by the Chief School Officer or his Official Designee:

Submitting Officer(District)______________________ __________
SED Program Office approval ______________________ __________
SED Finance Office approval ______________________ __________

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FAS I

SUMMARY SHEET - ESEA I USE ONLY

B/E # ____________________

SED # ____________________

Object		LEA Code	Budget Submitted	Budget Approved	Final Claim Submitted	Final Claim Approved
Personal Services - Pedagogic	From Page 3					
Personal Services - Nonpedagogic	From Page 4					
Personal Services - Paraprofessional	From Page 4A					
Employee Benefits	From Page 6					
Supplies and Materials	From Page 8					
Contractual Agreements	From Page 9					
Travel and Conference Expenses	From Page 10					
Transportation and Related Expenses	From Page 11					
Other Expenses	From Page 12					
Food Services for Pupils	From Page 13					
A. Column Total Direct Costs						
B. Approved Indirect Cost Rate			X .	X .	X .	X .
C. Total Indirect Cost Dollar Amount (A x B)						
D. Equipment	From Page 7					
Total of Direct Costs and Indirect Costs (A + C + D)						

FAS 1

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All Positions Listed Must Be
Coded According to Letter Code Provided
on Page 5

B/E #____________________

SED #____________________

Personal Services Pedagogic - List pedagogic personnel to be employed in this project.
- Use whole dollar amounts. Summarize by code on page 5.

TITLE	Letter Code	No.	No. of Days	No. of Hours	Total Time	Rate of Pay	Salary Estimate	Salary Approved	Claim Submitted	Claim Approved
Total Number of Positions					Transfer to Page 2 Page Total					

PAS 1 **BEST COPY AVAILABLE**

All Positions Listed Must Be
Coded According to Letter Code Provided
on Page 5

B/E #____________________

SED #____________________

Personal Services Nonpedagogic - List salaries for clerical assistance and others in support of the pegagogic personnel of this project. Use whole dollar amounts. Summarize by code on page 5.

TITLE	Letter Code	No.	No. of Days	No. of Hours	Total Time	Rate of Pay	Salary Estimate	Salary Approved	Claim Submitted	Claim Approved
Total Number of Positions						Page Total Transfer to Page 2				

FAS 1 PARAPROFESSIONAL

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SED #____________________

Personal Services Nonpedagogic - List salaries for paraprofessionals, school aides and student aides and others in support of the pedagogic personnel of this project.
- Use whole dollar amounts. Summarize by code on page 5.

TITLE	Letter Code	No.	No. of Days	No. of Hours	Total Time	Rate of Pay	Salary Estimate	Salary Approved	Claim Submitted	Claim Approved
Total Number of Positions						Page Total Transfer to Page 2				

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FAS 1

Salaries of Personnel-Pedagogic and Nonpedagogic
Summaries of Coded Positions

B/E #____________________

SED #____________________

		Code Letter	Total No.	Salary Estimate	Salary Approved	Salary Claim Submitted	Salary Claim Approved
Personal Services Pedagogic	Administration	Ad (100)					
	Instruction	I (200)					
	Staff Development	SD (260)					
	Guidance	G (300)					
	Health	H (400)					
	Cocurricular Activities	C (1000)					
	Community Home Relation	CH (1100)					
	Evaluation	E					
	Total Pedagogic Salaries Transfer to Page 2						

		Code Letter	Total No.	Salary Estimate	Salary Approved	Salary Claim Submitted	Salary Claim Approved
Personal Services Nonpedagogic	Administration	Ad (100)					
	Instruction	I (200)					
	Staff Development	SD (260)					
	Guidance	G (300)					
	Health	H (400)					
	CoCurricular Activities	C (1000)					
	Community Home Relation	CH (1100)					
	Evaluation	E					
	Other						
	Total Nonpedagogic Salaries						

FAS 1

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B/E #____________________

SED #____________________

Employee Benefits - Use whole dollar amounts.

	OBJECT	New York City Code	Salary Total or Other Base	Rate	Expense Estimate	Expense Approved	Final Expense Submitted	Final Expense Approved
Budget	Teacher Retirement	C 614					XXXXXXXXXXXXX	XXXXXXXXXXXX
Final	Teacher Retirement				XXXXXXXXXXXXX	XXXXXXXXXXXX		
Budget	Employee Retirement	C 601					XXXXXXXXXXXXX	XXXXXXXXXXXX
Final	Employee Retirement				XXXXXXXXXXXXX	XXXXXXXXXXXX		
Final	Social Security	C 740			XXXXXXXXXXXXX	XXXXXXXXXXXX		
Final	Health Insurance	C 707			XXXXXXXXXXXXX	XXXXXXXXXXXX		
Final	Life Insurance	C 700			XXXXXXXXXXXXX	XXXXXXXXXXXX		
Final	Welfare Fund	C 744			XXXXXXXXXXXXX	XXXXXXXXXXXX		
Final	Workmens Compensation	C 706			XXXXXXXXXXXXXX	XXXXXXXXXXX		
		Page Total Transfer to Page 2						

FAS 1

B/E #____________________

SED #____________________

Equipment - NYC 311-399
- List all items having a unit cost of $50 or more.
- Complete all columns - Use whole dollar amounts.

OBJECT	NYC Code	Quantity	Unit Cost	Expense Estimate	Expense Approved	Expense Final Claim Submitted	Expense Final Claim Approved
		Total Equipment Transfer to Page 2					

FAS 1

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B/E # ____________________

SED # ____________________

Supplies and Materials - Describe by major categories. Enter only a total dollar amount per category in Expense Estimate and Final Claim columns.

	Federal Code	New York City Code	Expense Estimate	Expense Approved	Final Claim Submitted	Final Claim Approved
School Library Resources..............	230.1	C-338				
Textbooks: K-6.......................	220.	C-337				
Textbooks: 7-12......................	220.	C-337				
Audiovisual Supplies and Materials....	230.3	C-111				
General Instructional Supplies and Materials..............	240.00	C-130				
Clerical Supplies....................	241.00	C-100				
Miscellaneous (Instructional).........						
Page Total Transfer to Page 2						

Page 8

FAS I

B/E # ____________________

SED # ____________________

Contractual Agreements - List all formal contracts to be charged to this project.
- Submit a copy of each contract listed.

OBJECT	Federal Code	New York City Code	Expense Estimate	Expense Approved	Final Claim Submitted	Final Claim Approved
Consultant.............................	250.30	C-400				
Evaluation and Research.................	110.10	C-410				
Rental - (Describe location, facilities and purpose..................	830.00	C-703				
Other...................................						
Total Contractual Agreements Transfer to Page 2						

FAS 1

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B/E #

SED #

Travel and Conference Expenses - Project Personnel

OBJECT	NYC Code	Expense Estimate	Expense Approved	Final Claim Submitted	Final Claim Approved
In-District Travel: Position Destination Purpose	C-404				
Outside of District - Travel only- Submit FA 60 For Each Trip Planned Submit FA 60 For Each Trip Taken	C-405				
Conference and Related Expenses Other Than Travel - Submit FA 60 For Each Trip Planned Submit FA 60 For Each Trip Taken	C-490				
Total Travel and Conference Expenses Transfer to Page 2					

B/E # ____________________

SED # ____________________

FAS I

Transportation and Related Expenses

OBJECT	NYC Code	Expense Estimate	Expensed Approved	Final Claim Submitted	Final Claim Approved
Day to day transportation:					
District owned buses........................					
Private Carrier........................					
....					
....					
....	C-759				
Public Service Corp........................					
....	C-404				
Other Expenses........................					
....					
Field Trip Expenses:					
Transportation........................					
....					
....					
....	C-759				
Food (Student food only)........................	C-491				
Admissions........................					
....	C-497				
Other........................					
....					
Total Transfer to Page 2					

B/E # ____________________

FAS I

SED # ____________________

Other Expenses

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OBJECT	NYC Code	Federal Code	Expense Estimate	Expense Approved	Final Claim Submitted	Final Claim Approved
Consultant Services (give purpose, per diem rate and number of days)	C 419	250.31				
Staff Development and Training (all non-salary items) (give per diem rate and no. of days)	C 496	250.32				
Rental and/or Repair of Equipment						
Rental	C 412					
Repair	C 403	250.33				
Other Expenses Related to Facilities (Non-contract) (Explain)		250.34				
Miscellaneous (Detail)		250,35				
Total Other Expenses Transfer to Page 2						

Page 12

FAS 1

BEST COPY AVAILABLE

B/E #____________________

SED #____________________

Food Services for Pupils

The estimated annual numbers of school lunches and snacks referred to below are the numbers of lunches and snacks to be served to individuals as part of the program described in this application. Each price is expected to cover the entire net cost to the district of preparation and serving. Each participating district is expected to request reimbursement through the National School Lunch Program to the fullest possible extent. Use dollar amounts in totals.

TYPE OF FOOD SERVICE	NYC Code	No. of Servings	Unit Cost	Expense Estimate	Expense Approved	Final Claim Submitted	Final Claim Approved
Annual number of school snacks served to children of high school grade level or below	C-491						
Annual number of expanded school snacks served to children of high school grade level or below	C-491						
Annual number of school lunches served to children of high school grade level or below (unit cost is in addition to regular and special allowances from National School Lunch Program for "free lunches")	C-491						
Annual number of school lunches served to children of high school grade level or below (unit cost is in addition to allowance from National School Lunch Program for regular lunches)	C-491						
Annual number of school lunches to be served to out of school youth and adults	C-491						
	Total Transfer to Page 2						

Enter amounts for Salaries directly from page 5 of this budget
Enter all other amounts as indicated by code or page number

FEDERAL PROJECTS ONLY
To Be Used For
Data Processing Purposes

SED # ______________

	Salaries		Supplies and Materials						
	Instr.	Noninstr.	Lib.	Texts	AV	Supplies	Contracts	Other	STATE USE ONLY
AD			XXXX	XXXX	XXXX	(240.0)	(110.10)	XXXX	Use 100 Contract Svc.
I			(230.1)	XXXX	XXXX	XXXX	(250.[illegible])	(250.31)	Use 200 Contract Svc.
SD			XXXX	(220.0 K-6)	XXXX	XXXX	XXXX	(250.32)	Use 260 Contract Svc.
G			XXXX	(220.0 7-12)	XXXX	XXXX	XXXX	XXXX	
H			XXXX	XXXX	(230.3)	XXXX	XXXX	XXXX	
C			XXXX	XXXX	XXXX	(241.0)	XXXX	XXXX	
CH			XXXX	XXXX	XXXX	XXXX	XXXX	(250.33)	Use 700 other
E			XXXX	XXXX	XXXX	XXXX	XXXX	XXXX	
Other (Sal.)	XXXX		XXXX	XXXX	XXXX	XXXX	(830.0)	(250.34)	Use 830 Contract Svc.
Column Totals			XXXX	XXXX	XXXX	(242.0)	(Other)	(250.35)	Use 300 Contract Svc.
	Page 3	Page 464A							
Column Totals									
Grand Total* Supplies & Mat. Page 8							Page 9	Page 12	*Use 200 Other

Page 14

Fringe Benefits:
(Page 6 Total) ______________

Equipment:
(Page 7 Total) ______________

Travel:
(Page 10 Total) ______________

Transportation:
(Page 11 Total) ______________

Food:
(Page 13 Total) ______________

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The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Division of Federal Education Opportunity Programs
Albany, New York 12224

Instruction Booklet to accompany Application for Grant to Meet the Special Educational Needs of Educationally Deprived Children under Title I of Public Law 89-10 as amended

March 1, 1974

SECTION I - PROJECT REVIEW AND APPROVAL

To be completed by the State educational agency.

SECTION II - CERTIFICATION AND STATISTICAL DATA (to be completed by school district)

Enter the popular name and the address of the school district. The contact person is the individual who should be contacted about information given on this application. Enter his name and office telephone number.

ITEM 1 - MAINTENANCE OF FISCAL EFFORT

Supply information for fiscal years ending June 30, 1973 and 1974. To figure expenditures, use attached Appendix A. It is recommended that the business manager complete the worksheets.

ITEM 2 - NUMBER OF SCHOOLS AND NUMBER OF SCHOOL-AGE CHILDREN RESIDING IN APPLICANT'S DISTRICT

Section A - Enrollment

Include data only for children who are attending or who, on the basis of age, could attend the applicant's schools. Do not include children above grade 12 or above age 20. Include under grade span only those grades that are appropriate for the ages of the children whose free public education the applicant is responsible.

Section B - Not Enrolled

Enter the number of children who are eligible to attend the applicant's schools but who have dropped out of the public or private schools in which they were enrolled.

Section C - Total Number of Schools and Resident Children

self-explanatory

Section D - Number of Children From Low-Income Families

self-explanatory

ITEM 3 - CONCENTRATION OF CHILDREN FROM LOW-INCOME FAMILIES

self-explanatory

ITEM 4 - SOURCE OF DATA FOR DETERMINING THE NUMBER OF CHILDREN FROM LOW-INCOME FAMILIES

Check source or sources of data on which the number of children from low-income families (in item 2D) was determined. Documentation of data secured from these sources should be made a part of the applicant's official Title I records, but need not be attached to the application unless required by the State educational agency.

ITEM 5 - BRIEF TITLE OF PROJECT

Select a short descriptive title that will be useful in referring to the project.

ITEM 6 - SCHOOL TERM TO BE COVERED

self-explanatory

ITEM 7 - IS THIS A COOPERATIVE PROJECT?

Check "yes" or "no" to indicate whether this application covers a project conducted cooperatively with one or more other eligible agencies. The agency administering the project is to complete all items in its application and attach a properly executed "Certification for Participation in Cooperative Project, ESEA Title I-2," form signed by the authorized representative of each of the cooperating agencies. The other cooperating agencies are to complete only the Certification and Statistical Data, page 1 and page 8.

ITEM 8 - IS THIS A RESUBMITTED PROJECT?

Has this project been submitted in substantially the same form in FY 74?

ITEM 9 - ALL ATTENDANCE AREAS, LOCATION OF ACTIVITIES, AND NUMBER OF CHILDREN EXPECTED TO PARTICIPATE.

9A - PUBLIC SCHOOLS

Columns 1 and 2 - Name and Grade Span of Public Schools

Enter name and grade span of schools in rank order beginning with the attendance area having the greatest concentration of poverty.

Draw a line between the eligible and non-eligible attendance areas.

The administering agency of a cooperative project should list all schools within the participating districts in column 1. The name of the LEA district in which the school is located should be noted in parenthesis.

Column 3 - Number of Children Enrolled

Enter total current enrollment for all schools listed, including schools in institutions.

Column 4 - Total Number of Children in Attendance Area

Enter number of children who are residing in the area served by each public school and are eligible (by reason of age) to attend that school. The number will include all children enrolled in public or private schools and children eligible to attend but not attending school. Enter "NA" in the lines after institutions listed in column 1.

Column 5 - From Low-Income Families

Enter the number of children from column 4 who are from low-income families. Enter "NA" in the lines after institutions listed in column 1.

Column 6 - Percent

Enter percentage of children from low-income families for each public school attendance area.

Column 7 - Number of Children Who Will Participate From Public School

Enter the number of public school children from attendance area for each school listed in column 1 who will participate in Title I activities at that school.

Column 8 - Number of Children Who Will Participate From Private Schools

Enter the number of private school children from attendance area for each school listed in column 1 who will participate in Title I activities.

Column 9 - Total

The sum of columns 7 and 8 will be an unduplicated count of the number of children participating in Title I projects.

B - PRIVATE SCHOOLS SERVING CHILREN RESIDING IN ELIGIBLE ATTENDANCE REAS

Column 1 - Name

Enter the names of all private schools attended by children residing in the project area. Also, enter names of all private institutions whose children were counted in the determination of the applicant's allocation. If the private school is located in another school district, enter the name of the local educational agency in parentheses.

Column 2 - Total Number of Children Enrolled

Enter total current enrollment for all schools listed in column 1. Include schools in institutions.

Column 3 - Number of Children From Project Area

Enter total number of children residing in the project area who are enrolled in each school listed in column 1.

Column 4 - Number of Participants

Enter total number of children who will participate in Title I activities at each school or institution listed in column 1 regardless of where such children are actually enrolled.

Column 5 - Eligible Attendance Area

Enter the number(s) of the eligible public school attendance area(s) (9A(1)) in which the participants reside.

ITEM 10 - PROJECT STAFF

Columns 2 and 5 - Class Level

Enter the grade level on which staff will be assigned.

Columns 3 and 4 and 6 and 7 - Number of Staff and Full Time Equivalent

Enter for the regular and summer terms the number of staff assignments for which salary payments will be made from Title I funds for services to be performed on this project. Assignments are reported by time engaged. An assignment which extends through both the regular and summer terms should be divided and reported separately in both sections. Also, an assignment which covers more than one priority area should be proportioned to each component.

Column 8 - Total Salaries

Enter the estimated total amount for salaries for all staff assignments counted in columns 3, 4 and 6, 7.

Column 9 - Other Staff Assignments

Enter the number of specific Title I staff assignments for which salary payments will be made from sources other than Title I.

Programs designed especially for

the handicapped should be reported under "Other Programs - Specify."

ITEM 11 - NUMBER OF VOLUNTEERS TO BE ASSIGNED

Include all individuals who will not be paid salaries or professional fees. Payments for incidental expenses should not be considered as salaries or professional fees.

ITEM 12 - NUMBER OF STAFF TO RECEIVE INSERVICE TRAINING

Enter numbers of persons to receive inservice and preservice training specifically designed to assist them in carrying out project activities.

ITEM 13 - PARTICIPANTS - PLEASE NOTE: THIS ITEM IS SPLIT BETWEEN PAGES 4 and 5

Indicate term covered by this application.

13A - ESTIMATED NUMBER OF PARTICIPATING CHILDREN BY GRADE LEVEL AND TYPE OF SCHOOL - UNDUPLICATED COUNT

Columns 2 and 3 - Enrolled in Public and Private Schools

Enter the number of children expected to participate in the project according to their grade level and the type of school in which they are enrolled. Include dropouts and any children in ungraded programs in the grave level appropriate for their age.

13B - ESTIMATED NUMBER OF DROPOUTS

Enter the number of children included in 13A who are dropouts but are expected to participate in Title I activities to be conducted under this project. Classify them as public or private school children, according to the school in which they will be regularly enrolled or, if not regularly enrolled, the school at which they will be participating in Title I activities.

13B1 - HOW MANY OTHER EDUCATIONALLY DISADVANTAGED CHILDREN FROM TARGET AREA NEED THIS TYPE OF PROGRAM?

self-explanatory

ITEM 14 - INSTRUCTIONAL AND RELATED SUPPORTIVE SERVICES TO BE FUNDED UNDER TITLE I, NUMBER OF CHILDREN AND ESTIMATED COST

Children should be reported in all activities in which they will participate to a significant degree. Therefore, it is expected that some children will be counted more than once.

14A - INSTRUCTIONAL AND RELATED SUPPORTIVE SERVICE ACTIVITIES

Columns 2,3,4,5,6 and 7 - Estimated Number of Participants in Instructional Activities

Enter in the appropriate spaces the number of children at each grade span expected to participate in each activity, according to their enrollment regardless of where they will participate.

Column 8 - Total

self-explanatory

Column 9 - Number of Participants from Institutions

Enter the number of children included in columns 2 through 7 who reside in institutions for neglected or delinquent children.

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Column 10 - Estimated Cost

Enter the estimated amount of Title I funds required for each instructional activity proposed under the project. This amount will not be used for budget or audit purposes but should reflect as accurately as possible the cost of each activity listed. The total amount to be apportioned from the budget should include all Instruction costs except those for supportive services and Inservice Education. Be sure to include the estimated cost of appropriate instructional supplies and fixed charges but do not include Equipment or minor remodeling (Budget Item 1200) and Operation and Maintenance of plant (600 and 700). Programs designed especially for the handicapped should be reported under "Other Programs - Specify."

14B - OTHER COSTS

Enter indirect costs and budget costs excluded from 14A.

ITEM 15 - PROJECT ABSTRACT

Write a brief description of the program

ITEM 16 - STATEMENT OF ASSURANCES

A - self-explanatory

B - CERTIFICATION

This application represents a claim for funds and as such should be properly authorized by the appropriate governing body. Be sure that the date of such action is identified.

APPENDIX A

ITEM 1 - MAINTENANCE OF FISCAL EFFORT: AVERAGE PER PUPIL EXPENDITURE FROM NON-FEDERAL FUNDS

The two worksheets below are to be used for calculation of the average per pupil expenditure from non-Federal funds. Worksheet I is to be used for calculating total current expenditures to enter in Worksheet II. Most of the information required to calculate current expenditures for Title I purposes is available on Form ST-3, "Annual Financial Report." Worksheet I references account codes on this form (ST-3), where possible.

WORKSHEET I: Current Expenditures

	Form ST-3 Reference		Amount	
Item	Schedule Number	Account Code	Fiscal 1972-73	Est. Fiscal 1973-74
a. Total General Fund Expenditures	4	999-999		
b. Total Federal Aid Fund Expenditures	7	000-999		
c. Food Services*, Miscellaneous Revenues from Local Sources	13	C1490		
d. Food Services*, Transfer from General Fund	13	C1965		
e. Food Services*, State Aid-School Lunch Program	13	C3410		
f. Total Expenditures (Sum of a,b,c,d, and e)				
g. Current Expenditures from ESEA, Titles I, II, and III				
h. General Fund Expenditures for Special Schools	4	396-999		
i. General Fund Expenditures for Community Services	4	496-999		
j. General Fund Expenditures for Debt Services	4	896-999		
k. Inter-Fund Transfers	4	996-999		
l. Federal Aid Fund Expenditures for Community Services, Capital Outlay, Debt Services, and Transfers to Other Agencies from funds other than ESEA Titles I, II, and III				
m. Exclusions from Total Expenditures (Sum of g,h,i,j,k, and l)				
n. Total Current Expenditures for Purpose of Title I Allocation (Subtract m from f)				

*Revenue items are used to represent expenditures for food services.

When Worksheet I has been completed, enter the results in Worksheet II.

Enter in boxes "A" and "B" the dollar amounts from row n of Worksheet I. If the amount for the preceding fiscal year (box "B") represents a decrease of more than 5 percent from the amount for the second preceding fiscal year (box "A"), an explanation must be attached to substantiate any claim that the applicant has maintained fiscal effort and is entitled to receive a grant under Title I. Do not include expenditures or ADA for children above grade 12 or over age 20.

In column 3, enter current expenditures from Federal funds. The amount to be entered is for "accountable" Federal funds included in the total expenditures reported in column 2, lines A and B. For this purpose, "accountable" Federal funds include those granted under such programs as Titles III and V-A of the National Defense Education Act of 1958, Title II of the Economic Opportunity Act of 1964, the National Foundation on the Arts and the Humanities Act of 1965, and the Vocational Education Act of 1963. Note that expenditures under ESEA, Titles I, II, and III, are not included in the total expenditures in column 2 and, hence, are not to be included in the amount entered in column 3.

Do not include in column 3 any expenditures from Federal funds which are used for general school revenues under such programs as Aid to Federally Impacted Areas, Johnson-O'Malley Act, Taylor Grazing Act, and Forest Reserve Acts.

Columns 4, 5, and 6 - Self-explanatory. Round average daily attendance data to nearest hundredth (2 decimal places) and average per pupil expenditures to the nearest whole cent.

WORKSHEET II: Average Per Pupil Expenditure

		CURRENT EXPENDITURES				
	For Fiscal Year Ending June 30 1	TOTAL (From Worksheet I) 2	From Federal Funds (See Instructions) 3	From Non-Federal Sources (Col.2-Col.3) 4	Average Daily Attendance 5	Average Per Pupil Expenditure From Non-Federal Funds (Col.4 ÷ Col.5) 6
A	1973	$	$	$	$	$
B	1974					

D.F.P. Form #14
1973-74

BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF FUNDED PROGRAMS
110 LIVINGSTON STREET, BROOKLYN, NEW YORK 11201

RECORD OF RECOMMENDATIONS AND COMMENTS - 1973-74

(Kindly attach additional forms, if needed.)

Recommendations and Comments of Advisory Council Members with Respect to the Proposal(s) Listed below.

Note: This Record of Recommendations-Comments* must be affixed to each proposal submitted for processing. The Record will be transmitted to the appropriate Funding Office, as SED, USOE, etc., with the proposal.

1. PROPOSAL TITLE: ____________________

2. FUNDING SOURCE: ____________________

3. DATE OF COMPLETION OF THIS REPORT: ____________________

4. SIGNATURES OF COUNCIL MEMBERS:

Member's Signature (Each Member must Affix His Full Signature: additional forms may be attached)	Occupation** 1,2,3,4,5

5. If each member is not signing, describe the substitute procedure approved by the advisory council for this purpose.

6. Comments: See forms attached ____________
(Check one) None ____________

*Affix to this list of signatures the individual forms containing members' comments.

**Occupation:
1. Parent of eligible child (Title 1).
2. Parent of eligible child (other than Title 1).
3. A community member, parent, or group/agency representative. Specify____________________
4. A Board of Education staff member, Identify.
5 Community School Board Member.

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D.F.P. Form #15
Adv. Ccl. 1973-74

BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF FUNDED PROGRAMS
110 LIVINGSTON STREET, BROOKLYN, NEW YORK 11201

Membership Form - District Advisory Council on Funded Programs

(Kindly attach additional forms, if needed.)

TO: Helene M. Lloyd, Assistant Superintendent
Office of Funded Programs, 110 Livingston Street, Room 618
Brooklyn, New York 11201

FROM: ______________________
District/Central Office

SUBJECT: Membership, Advisory Council, 1973-74

DATE: ______________________

MEMORANDUM

1. Selection procedures used to determine membership of our Advisory Council are as follows: (Please be specific in describing procedures whereby members were selected, as method, date/s on which announcements were issued, term of office, etc.; continue on other side, if necessary. If applicable, include decisions relating to quorums or committees which may act for the council. See item #5 on Form #14.)

2. Our Advisory Council members are as follows: (The members have been selected in line with the "Guidelines for Advisory Councils".)

Mrs. Miss Mr. Dr.	Member's Name (Last) (First)	Full Mailing Address	Occupation* of Member (Identify by number)	Employed by Board of Education (Check one) Yes	No

*Occupation:
1. Parent of eligible child (Title 1).
2. Parent of eligible child (other than Title 1).
3. A community member, parent, or group/agency representative. Specify ______________
4. A Board of Education staff member. Identify.
5. Community School Board Member.

APPROVED: ______________________
Community Superintendent
(District Offices)

APPROVED: ______________________
Staff Superintendent
(Central Offices)

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D.F.P. Form #16
CAC 1973-74

BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF FUNDED PROGRAMS
110 LIVINGSTON STREET, BROOKLYN, NEW YORK 11201

MEMBERSHIP - CITY-WIDE ADVISORY COUNCIL ON FUNDED PROGRAMS CHAIRMAN AND ALTERNATE, SCHOOL YEAR 1973-1974

TO: Helene M. Lloyd, Assistant Superintendent
Office of Funded Programs, 110 Livingston Street, Room 618
Brooklyn, New York 11201

FROM: ______________________________
District/Central Office   Community/Staff Superintendent

SUBJECT: Chairman and Alternate of District Advisory Council to Represent District or Central Office at Meetings of the City-Wide Advisory Council on Funded Programs

DATE: ______________________________

A. CHAIRMAN OF DISTRICT OR CENTRAL OFFICE ADVISORY COUNCIL

M ______________________________
First   Last

Full Mailing Address: ______________________________
Street

____
Borough   State   Zip Code

Telephone: ______________________________

Please indicate chairman's status:

1. _______ Not employed by the Board of Education and the parent of a child eligible (educationally-disadvantaged) for Title 1 services.
2. _______ A parent of a child eligible for services from legislation other than Title 1.
3. _______ A community member, parent, or group/agency representative.
   Specify ______________________________
4. _______ A Board of Education staff member.

Please complete appropriate items 1-4.

1. Election of this chairman took place on ______________
2. This chairman will continue in this role during 1973-74 Yes_______ No_______
3. This chairman's responsibility is due to terminate on ______________
4. New elections are anticipated on ______________

B. ALTERNATE (elected or designated and attends meetings of the City-Wide Advisory Council only in the event the Chairman cannot be present.)

M ______________________________
First   Last

Full Mailing Address: ______________________________
Street

____
Borough   State   Zip Code

Telephone: ______________________________

Please indicate alternate's status:

1. _______ Not employed by the Board of Education and the parent of a child eligible (educationally-disadvantaged) for Title 1 services.
2. _______ A parent of a child eligible for services from legislation other than Title 1.
3. _______ A community member, parent, or group/agency representative.
   Specify ______________________________
4. _______ A Board of Education staff member.

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